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ABSTRACT

The report describes a model competency-based, graduate level, administrator education project designed to produce career education leaders at all educational levels whose expertise is based on competencies earned rather than on hours spent in a classroom. The first chapter of the report identifies four means of securing competency (prior experience, internships, individualized study, and complementary learning experiences) and five competency areas (general administration, program planning, personnel, public relations, and student services). In addition, it discusses the instructional packages developed for each competency. Chapter 2 presents biographical information on the 17 program participants and the various staff members who took part in the project. Chapter 3 discusses objectives, the internship in educational administration, and the independent study and individualized instruction options. Project conclusions are discussed in Chapter 4. Nearly two-thirds of the document consists of instructional materials utilized in the program: Ramp Anderson items outlining areas covered in the instructional packages (general administrative, program planning, personnel, public relations, and student services) and sample Administration by Competency (ABC) instructional packages covering these competency areas. Also appended are an intern log form, internship checklist, and other program-related materials. (JR)

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FINAL REPORT

ADMINISTRATION BY COMPETENCY

Conducted under contract with

The Illinois Board of Vocational Education and Rehabilitation
Division of Vocational and Technical Education

Contract Numbers: PDT-B4-104 and PDT-B4-105

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61761

June 1974

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ACKNOWLEDGMENTS

The ABC Project is fortunate in that it has been able to draw upon the expertise of a large number of resource persons. Our appreciation is extended to the faculty members from the Department of Educational Administration and from other departments on campus for their support. Much appreciation is also extended to the personnel in the Division of Vocational and Technical Education for their assistance.

A very special thanks is extended to the practicing administrators who served as intern supervisors, and to the administration of the various schools who permitted the placement of the interns. The support and assistance of the intern supervisors was invaluable.

Finally, the sincere appreciation of the project staff is extended to the project participants. Their interest, enthusiasm, and hard work made the project successful.

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ABSTRACT

Administration by Competency—Pre-Service and Curriculum Phase, PDT-B4-104 and Training Phase, PDT-B4-105

Funded by the Illinois Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, Springfield, Illinois, July 1, 1973 - June 30, 1974.

Project Director: Dr. Charles Edwards, Professor Educational Administration

Project Assistant Director: Dr. C. P. Harding, Assistant Professor Educational Administration

Project Staff Associate: Dr. Franzie Loepp, Associate Professor, Industrial Technology

Agency: Illinois State University at Normal

Project Objectives:

1. Based upon 157 identified competencies, via in-service education, upgrade teachers to fill leadership positions in local schools as directors of vocational education, directors of area vocational schools, deans of vocational education of community colleges.

2. Qualify, in one academic year, all participants for State of Illinois, Level I, administrative endorsement by offering appropriate experiences and/or courses.

3. Place program participants in leadership positions in vocational or career education by September of 1974.

4. Develop, validate and publish a model university in-service program based upon the 157 competencies, including program implementation strategies, suggested courses, activities, internship, etc.

5. Print 100 copies of the model program and sent to DVTE for distribution.

Project Procedures

In August of 1973, fourteen project participants were recruited to pursue a competency based program in the Department of Educational Administration at Illinois State University. Three additional students were enrolled in the program prior to the beginning of Spring Semester of 1974. The program was designed to move the participants toward graduate degrees and administrative certification.

The ABC program resulted in the development of 35 instructional packages which were based in part on the 157 identified competencies. Each of the instructional packages contains the following:

1. A TITLE PAGE: This identifies the competency by title, number and the general area in which the competency is located.
2. A RATIONALE: This provides the student with a statement of the importance of the competency.
3. COMPETENCY STATEMENT: A statement of the behavior expected of the learner stated in measurable terms.

4. INSTRUCTIONAL OBJECTIVES: A listing of the sub-competencies that will guide the learner to the achievement of the stated competency. Again these are stated in measurable terms.

5. PRE-TESTS: Assessment instruments that allow a student to prove he has the competency or that will give him guidance in what he needs to learn to secure the competency.

6. POSSIBLE LEARNING ACTIVITIES: A listing of the identified alternative delivery systems a student may select to achieve the competency.

7. PROFICIENCY TEST: Assessment instruments that determine the learners competency following participation in one or more learning activities.

The instructional package approach provides flexibility for the student by permitting him to learn at his own pace and in most cases to choose from among several different learning activities. The alternative learning activities included formal course work, workshops, internships and various forms of independent study and individualized instruction. The instructional packages are as follows:

AREA: General Administrative

1.01 Organizational Structuring
1.02 Record Keeping
1.03 Using Data
1.04 Solving Problems
1.05 Managing by Objectives
1.06 Scheduling
1.07 School Plant Planning
1.08 Establishing Accident Prevention Programs
1.09 Budgeting
1.10 Purchasing
1.11 Developing a Philosophy of Vocational Education
1.12 Writing Reports
1.13 Demonstrating Professional Behavior

AREA: Program Planning

2.01 Using External Resources
2.02 Meeting Program Approval Budget Requirements
2.03 Planning, Programming Budgeting System (PPBS)
2.04 Preparing the One and Five Year Plan
2.05 Implementing Career Education Programs
2.06 Evaluating Programs
2.07 Constructing Vocational Surveys
2.08 Establishing Cooperative Programs

AREA: Personnel

3.01 Developing Job Descriptions
3.02 Ranking Candidates
3.03 Interviewing and Hiring
3.04 Orienting Staff
3.05 In-Service Training
3.06 Evaluating Instruction
3.07 Identifying Legal Requirements for Personnel Dismissal
3.08 Resolving Grievances

AREA: Public Relations

4.01 Involving Advisory Groups
4.02 Enlisting Community Support
4.03 Disseminating Program Information

AREA: Student Services

5.01 Vocational Counseling
5.02 Reducing Drop-Outs
5.03 Working with Special Needs Students

Judgments and Recommendations

All of those associated with the project seem to agree that ABC at Illinois State University has been a success. It was the feeling of the staff, however, that additional instructional materials were needed and that the instructional packages should be tested with part-time students. Consequently, additional grants were requested and received which will allow the development of additional materials and the continual evaluation and refinement of the instructional packages.

PART I: PROJECT OVERVIEW

A Competency Based Program for Administrators

> What's this new competency based program you have for the education of administrators of career education programs?
>
> How is it different and better than former programs?

These two questions are frequently asked of personnel in the Administration by Competency (ABC) program at Illinois State University. These questions are natural regarding any new programs. The answer to the first question is that it is a program to produce career education leaders in public schools, community colleges, colleges and universities based on competencies attained by the person rather than hours spent in a classroom. In answer to the second question, the program assures graduates that they will be prepared with the competencies they need to carry out their job as an administrator. It also assures the agency hiring a graduate of the program that the person they hire will possess the necessary competencies to perform adequately.

In 1971, the Professional and Curriculum Development Unit of the Division of Vocational and Technical Education of the State of Illinois decided that something needed to be done to make sure the administrators of vocational and technical programs were as well prepared as possible to administer these programs. As a result, they awarded a small planning grant to Southern Illinois University and Illinois State University to jointly investigate possible ways to improve these programs through the use competency based programs. The result of the grant was the identification of a list of over 150 competencies which were determined to be necessary to function as an administrator of vocational-technical education. This grant also stimulated interest in competency based instruction and the following year and R.F.P. was circulated for a developmental grant involving competency based instruction.

Two different types of competency based programs evolved. Southern Illinois University developed one placing emphasis on the internship. Illinois State University decided to develop a program that would utilize multiple delivery systems. Basically, four means of securing competency in a given task were identified. A student may have acquired a given competency prior to the time he enters the program. While this is not a delivery system, it is necessary to verify that a given competency has been attained. A pre-test is used to accomplish this task. If it is determined that a student does not possess a given competency, then one of the three delivery systems is selected to provide the competency. Any of the systems selected is as acceptable as any other. The choice is made by the student in consultation with the advisor.

One method is by enrolling in a class which may include this competency along with others needed by the student. For example, a student may know little or nothing in the area of budgets and financing. For this student then, a finance class may be the most effective means of securing the necessary competencies in budgeting and financing.

A second delivery system is the internship. Again an example may help to understand this method work in competency based instruction. One competency needed by administrators is the ability to establish and work with advisory committees. A student may select the internship as the method by which to gain this competency and part of that internship would be spent working with an advisory committee.

The third delivery system is that of individualized study. The individualized study might include the use of books, programmed instruction, or multi-media presentations, permitting the student to work independently at his own rate. When the student feels he has attained the competency, a post test is used for verification. It is well worth repeating that the student and the advisor choose the mode of delivery and that no one mode is more acceptable than any other. In any given situation, however, one mode may appear better than the others but the student would make this decision based upon what he needs to know or do to fulfill the competency requirements.

Simulations, games, in-basket exercises, field trips and workshops have been used as complimentary learning activities. The project has developed a library of audio and video tapes for use by students and faculty.

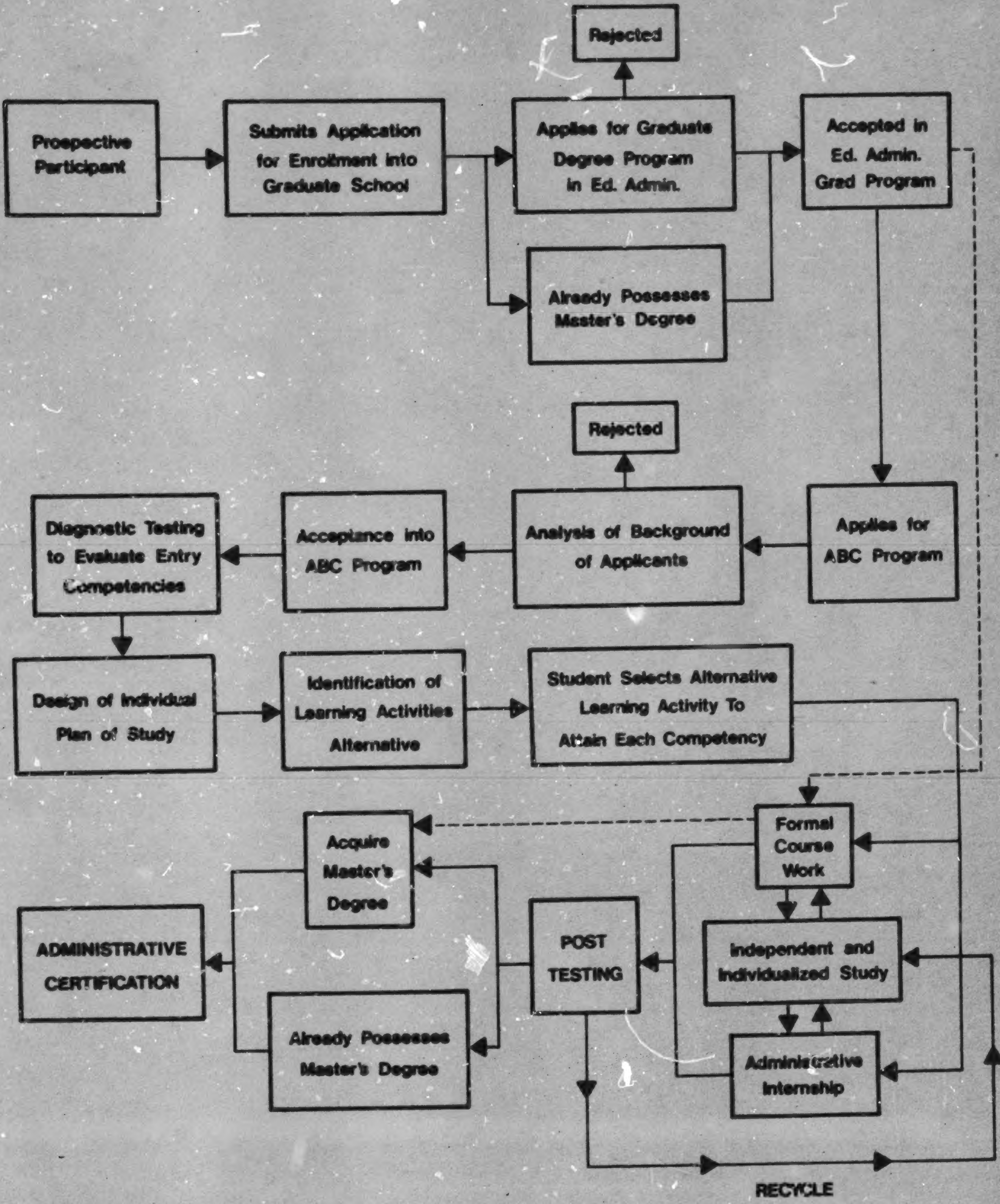
This year Illinois State University has authorized 16 full time students as participants for this phase of the project. These students (including both men and women) will be completing their competencies this summer and will be available for administrative positions in vocational education this fall.

Perhaps it would help to understand the workings of the project to follow a hypothetical student through the program. Our student, call her Mary Ann Morgan, applies for admittance to the ISU Graduate School and the program. If the student is accepted in both, she is sent a letter asking her to suggest a time for an on-campus interview. During the interview, the background of the student is assessed and those competencies she should take a pre-test over to prove her competency due to previous experiences are decided upon. The pre-tests are taken and the successful ones recorded. The student and advisor then prepare a program for the student. The program includes courses to be taken, an internship, and individualized study. The latter is used to allow the student to work on individual competencies. Each semester the program is reviewed and the next semester's program prepared. Competencies are recorded as they are completed. At the end of each semester, the competencies deemed met by virtue of classes taken are recorded. When the student completes the program, she will be certified as competent in all areas included, will be awarded a Master's degree in Educational Administration and will be certified to hold a level two administrative certificate. The model in Figure 1 was developed to show the steps required as a student proceeds through the program. Note the great amount of, individualization.

The project has been able to encourage students to involve themselves in experiences that would add to their education and assist them in passing their competencies. Field trips to the Division of Vocational and Technical Education gave them an understanding of the Division and its operations. Every student was a member of one of the Division's evaluation teams. Students have taken part in the Illinois Vocational Association workshops and the IOCP workshops.

The competencies are grouped into five general areas. This is the result of three revisions of the competencies and two attempts at organizing them into a meaningful pattern. Although there are only 35 overall competencies, each of the competencies has under it several sub-competencies or tasks. All of the competencies from the initial stages presented by Illinois State University and Southern Illinois University are included in the present competencies and sub-competencies. Additions have been made as new competencies were recognized. The five areas and the underlying instructional packages are as follows.

ABC Model For Individualized Instruction


Rejected
Prospective Participant
Submits Application for Enrollment into Graduate School
Applies for Graduate Degree Program in Ed. Admin.
Accepted in Ed. Admin. Grad Program
Already Possesses Master's Degree
Rejected
Diagnostic Testing to Evaluate Entry Competencies
Acceptance into ABC Program
Analysis of Background of Applicants
Applies for ABC Program
Design of Individual Plan of Study
Identification of Learning Activities Alternative
Student Selects Alternative Learning Activity To Attain Each Competency
Acquire Master's Degree
Formal Course Work
ADMINISTRATIVE CERTIFICATION
POST TESTING
Independent and Individualized Study
Already Possesses Master's Degree
Administrative Internship
RECYCLE

GENERAL ADMINISTRATIVE AREA 1

1.01 Organizational Structuring
1.02 Record Keeping
1.03 Using Data
1.04 Solving Problems
1.05 Managing by Objectives
1.06 Scheduling
1.07 School Plant Planning
1.08 Establishing Accident Prevention Programs
1.09 Budgeting
1.10 Purchasing
1.11 Developing a Philosophy of Vocational Education
1.12 Writing Reports
1.13 Demonstrating Professional Behavior

PROGRAM PLANNING AREA 2

2.01 Using External Resources
2.02 Meeting Program Approval Budgeting Requirements
2.03 Planning Programming Budgeting Systems (PPBS)
2.04 Preparing the One and Five Year Plan
2.05 Implementing Career Education Programs
2.06 Evaluating Programs
2.07 Constructing Vocational Surveys
2.08 Establishing Cooperative Programs

PERSONNEL AREA 3

3.01 Developing Job Descriptions
3.02 Ranking Candidates
3.03 Interviewing and Hiring
3.04 Orienting Staff
3.05 In-Service Training
3.06 Evaluating Instruction
3.07 Identifying Legal Requirements for Personnel Dismissal
3.08 Resolving Grievances

PUBLIC RELATIONS AREA 4

4.01 Involving Advisory Groups
4.02 Enlisting Community Support
4.03 Disseminating Program Information

STUDENT SERVICES AREA 5

5.01 Vocational Counseling
5.02 Reducing Drop-Outs
5.03 Working with Special Needs Students

Each of the competencies is developed into an instructional package. Each package contains the following components:

1. A TITLE PAGE—This identifies the competency by title, number, and the general area in which the competency is located.
2. A RATIONALE—This provides the student with a statement of the importance of the competency.
3. COMPETENCY STATEMENT—A statement of the behavior expected of the learner stated in measurable terms.
4. INSTRUCTIONAL OBJECTIVES—A listing of the sub-competencies that will guide the learner to the achievement of the stated competency. Again these are stated in measurable terms.
5. PRE-TESTS—Assessment instruments that allow a student to prove he has the competency or that will give him guidance in what he needs to learn to secure the competency.
6. POSSIBLE LEARNING ACTIVITIES—A listing of the identified alternative delivery systems a student may select to achieve the competency.
7. PROFICIENCY TESTS—Assessment instruments that determine the learner's competency following participation in one or more learning activities.

The packages offer the program a great deal of flexibility. By initially taking the pre-test the student may discover he can already perform a given competency. If this is the case, credit can be given and the learner may proceed to other "packages". If the pre-test indicates additional learning is necessary, a number of options are available to the student.

As soon as the decision was made to develop the "instructional packages" it became apparent that the 158 competencies identified would need to be combined, resulting in fewer competencies around which a package could be developed.

Each package was pilot tested with students and then revised. Alternative delivery systems were identified and, as far as possible, teaching materials were developed for each package. Emphasis was placed on simulation materials, games, video and audio tapes. Various experiences such as evaluation visits, internships, workshops and projects were used and evaluated for their ability to serve as delivery systems. Most of the students were on internships their last semester during which they were required to spend a total of 18 days in a school system.

An added dividend that was not anticipated when the project was undertaken has been the possibility of using the learning packages as individual in-service training programs. Some of the packages have already been used in this manner. Faculty members, other than the project staff, who have worked on the packages have also used them in their regular classes. The response of faculty outside the staff has been more encouraging. Faculty from six departments in three colleges of the university have helped without pay to develop learning packages. One example of this is the Sociology professor who helped write the package on Gathering, Compiling, and Interpreting Data. He then made a presentation to the students and helped them work on the competency. This involvement of faculty in areas of their expertise has strengthened the program and helped gain acceptance for it across the university.

The statement of the competency in measurable terms becomes a necessity if you wish to determine if the competency has been achieved by the student. It also gives direction to the student in achieving it and aids in the selection of learning activities. The Division of Vocational and Technical Education Bulletin Number 39-1272 was found to be a great help and served as the basis for the statement of objectives in measurable terms.

The project was called upon to make presentations regarding its approach to competency based instruction several times during the year. In March, a presentation was made to more than 750 members of the American Association for Higher Education at its annual meeting in Chicago. On May 1 a presentation was made as part of the Competency Dissemination Conference funded by the Division of Vocational and Technical Education of The State of Illinois. During American Vocational Education Week, a presentation was made to all interested university personnel at Illinois State University. The project was also asked to make a presentation for the members of The Illinois Curriculum Council which was well received. A team evaluating the Pre-service Occupational Project on our campus asked for and received a presentation on our project and its interaction with the POP project. To aid in dissemination, the project developed a 12 minute coordinated tape-slide presentation that has been extremely well received.

A word of caution should be given to those interested in using competency based programs. There are some real problems attendant to these programs. They are hard to "sell" to faculty and even harder to implement into existing structures. The development of the competencies and materials necessary to implement them are difficult, time consuming, and require the help of many people. Pre-test and post-tests are difficult to develop and need to be changed often.

Perhaps the greatest danger in a program with competencies is the possibility of it becoming too much like the old-time correspondence courses. Not only would this make the program uninteresting and cause a high attrition rate, but it would neglect the affective domain entirely. We have tried to overcome these problems by encouraging students to take a mix of class work, independent study, and internship experiences. Our internship is matched to the needs of the student. During Spring semester 1974, students were placed in internships in comprehensive high schools, area vocational centers, community colleges, corrections institutions for boys and at the Division of Vocational and Technical Education (DVTE).

Project staff, students, and involved faculty are excited about the ABC project. It not only offers flexibility to the student, it also assures the employers of the graduates a competent administrator.

Liasion between the Division of Vocational and Technical Education and the project is provided by Charles Hempstead and Bill Reynolds. Funds for the project have been provided by the United States Office of Education and the Division of Vocational and Technical Education of the State of Illinois.

PART II: PERSONNEL

Project Participants

In accordance with the provisions of the contract, 17 individuals were screened and selected to participate in the project. A photograph and a short biographical sketch on each participant follows. (See Appendix A for information flyer on ABC project.)

Arlene Brown was selected to participate in the project prior to the beginning of Spring Semester 1974. Her teaching experience includes three years at Dwight D. Eisenhower High School, Blue Island, Illinois and one semester teaching beginning typing in the adult education program at Morraine Valley Community College. She has also served as a graduate assistant on the Pre-Service Occupational Program (POP) at Illinois State University. Ms. Brown received the B.S. degree in Education in 1970 and the M.S. degree in Business Education in 1974; both degrees were received from Illinois State University. Ms. Brown plans to return to a teaching position at Dwight D. Eisenhower High School in September 1974.

Bernard Bernardi was selected to participate in the project prior to the beginning of Spring Semester 1974. His teaching experience includes one year at Riverside, California and two years at Roseville, Illinois. He is currently a part-time instructor in the Industrial Technology Department at Illinois State University. Mr. Bernardi received the B.S. degree and the M.S. degree in Industrial Arts at Illinois State University. He is currently working full time on the Ph.D. in Educational Administration and plans to complete the degree in the Spring of 1975.

Bob Calabrese was selected to participate in the project prior to Fall Semester 1973. He has taught in the Elgin Public School System and at Elgin Community College. He served an administrative internship at the Mid-Valley Area Vocational Center in Maple Park, Illinois during the Spring Semester of 1974. Mr. Calabrese received the A.A. degree from the Southern Illinois University - Vocational-Technical Institute, the B.S. degree from Southern Illinois University, and the M.S. degree from Northern Illinois University. He is currently working toward the Specialist degree in Educational Administration at Illinois State University. Mr. Calabrese plans to return to a teaching position in the Elgin Public School System in September.

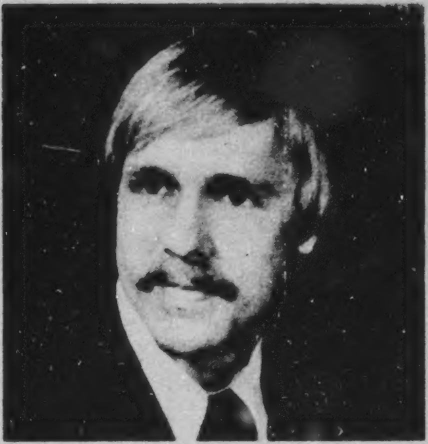
Gail Corbeil was selected to participate in the project prior to Fall Semester 1973. Her teaching experience includes four years at the Immaculate Heart of Mary High School in Westchester, Illinois, and three years at the Sacred Heart of Mary in Rolling Meadows, Illinois. Ms. Corbeil served an administrative internship at the DuPage Area Vocational Education Authority. She received her B.S. degree in Education from Western Illinois University and the M.S. in Educational Administration from Illinois State University. Ms. Corbeil will be employed in Glenbrook South beginning in August 1974 as the Instructional Supervisor of Business Education.

Eugene Ericson was selected to participate in the project prior to the Fall Semester 1973. He has taught at Manlius High School, Yates City High School and is currently on sabbatical leave from Larkin High School where he is the vocational business coordinator. Mr. Ericson received the B.S. in Education and the M.S. in Education degrees from Western Illinois University and is currently working toward the doctorate in Educational Administration at Illinois State University. He served an administrative internship at the Division of Vocational and Technical Education in Springfield. Mr. Ericson plans to return to his position at Larkin High School in September 1974.

Donald Gillan was selected to participate in the project during the Summer Semester of 1973. He has taught at Rutland Township Grade School and East Coloma Grade School. He served an administrative internship at Illinois Valley Community College in Oglesby, Illinois. Mr. Gillan received the A.A. degree from Illinois Valley Community College, the B.S. in Education degree from Illinois State University and the M.S. degree in Educational Administration from Illinois State University. He will be employed by Glenn Elementary School in Normal, Illinois, beginning in September 1974.

Mary Beth Harper was selected to participate in the project prior to the beginning of Fall Semester 1973. She is currently employed by Peoria High School as an English teacher and is President of the Peoria Education Association. Her administrative internship was served at Illinois Central College. Ms. Harper received the B.A. degree in English and Education from Bradley University and the M.S. degree in Educational Administration from Illinois State University. She will return to her position at Peoria High School in September of 1974.

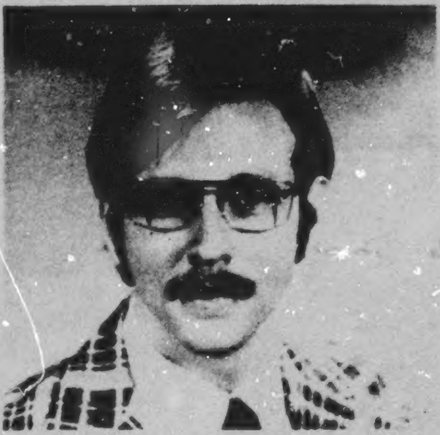
Dennis Howland was selected to participate in the project prior to Spring Semester 1974. He has taught at Proviso East High School, Kelvyn High School, Joliet Junior College and at the Pontiac Prison in Pontiac, Illinois. Mr. Howland served from 1963-67 in the U.S. Air Force and attended the Advanced Machinist School at Chanute Air Force Base in Rantoul, Illinois. He received both the B.S. degree in Education-Industrial Arts and the M.S. degree in Industrial Technology from Illinois State University. Mr. Howland has taken a position with Caterpillar in Peoria, Illinois.



Alan Johnson was selected to participate in the project during the Summer Semester of 1973. He taught Business Education and served as the assistant swimming coach at Homewood-Floosmoor High School for six years prior to his involvement in the project. He served an administrative internship at the Pekin Area Vocational Center during the Spring Semester of 1974. Mr. Johnson received the B.S. degree in Business Education from Northern Illinois University in 1967, the M.S. degree in Industrial Technology from Illinois State University in 1973, and is enrolled in the Doctoral program in Educational Administration at Illinois State University. He is currently serving as a graduate representative on the ISU Academic Senate and as the Secretary of the ISU Administrator's Club. He plans to complete the requirements for the Doctorate in May of 1976.

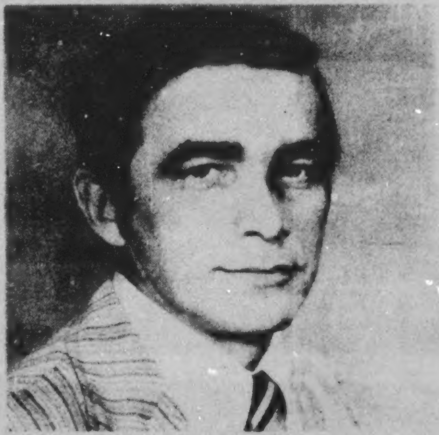
Bruce Lindholm was selected to participate in the project prior to the beginning of Fall Semester 1973. Prior to his involvement in the project, he taught Social Science and English for three years at Paxton Community High School, Paxton, Illinois. He served an administrative internship at the Bloomington Area Vocational Center and did additional work with the Hanna City Boys' School in Hanna City, Illinois. Mr. Lindholm received the B.S. degree in Education from Illinois State University in 1970 and the M.S. degree in Educational Administration from ISU in 1974. Bruce is currently serving as a graduate assistant in the Department of Educational Administration.

Mary Ann Lynn was selected to participate in the project prior to the beginning of Fall Semester 1973. Her teaching experience includes the Minford County School System, Youngstown University, and Canfield High School in Ohio and the Illinois State University High School in Normal, Illinois. She served an administrative internship at the Division of Vocational and Technical Education in Springfield, during the Spring Semester of 1974. Mrs. Lynn received the B.S. degree in Education from Miami University and the M.S. in Education from Kent State University. She is currently working toward the Doctorate in Educational Administration at Illinois State University.



Richard Osborne was selected to participate in the project during the Summer Semester of 1973. Prior to his involvement in the project he taught Art for two years at Saunemin High School and for one year at John Foster Dulles High School. He served an administrative internship at Bloomington Area Vocational Center during the Spring Semester of 1974. Mr. Osborne received the B.A. degree in Education from Illinois State University in 1970 and the M.S. degree in Educational Administration in 1974. He has accepted a position as Director of Project Joliet and will begin in August of 1974.

Doug Otto was selected to participate in the project in August of 1973. Prior to his involvement in the project, he was an instructor in Business Education at Crown High School in Carpentersville, Illinois. He served an administrative internship at Parkland Community College in Champaign, Illinois, during the Spring Semester of 1974. Mr. Otto received the B.S. degree in Education from Illinois State University in 1971 and the M.S. degree in Educational Administration from Illinois State University in 1974. He has accepted a position as Chairman of the Business Education Department at Olympia High School in Stanford, Illinois.

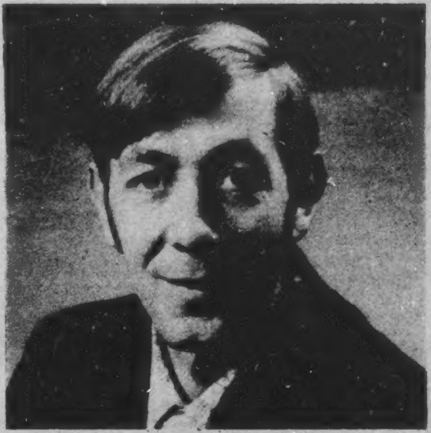


Oren Schaab was selected to participate in the project in the Summer of 1973. His experience in education includes ten years at Bloomington Junior High School and six years as a vocational guidance counselor. He is currently serving as Assistant Director of the Bloomington Area Vocational Center. Mr. Schaab received the B.S. and M.S. degrees in Industrial Arts from Illinois State University. He is currently working toward the Specialist degree in Educational Administration at Illinois State University.

Tom Shaughnessy was selected to participate in the project during the Summer Session of 1973. His teaching experience includes one year at Columbia High School in Lake City, Florida, and one year at LaSalle-Peru High School in LaSalle, Illinois. He served an administrative internship at Illinois Central College during the Spring Semester of 1974. Mr. Shaughnessy received the A.A. degree from Illinois Valley Community College and both the B.S. in Education and M.S. in Business Education degrees from Illinois State University. He has accepted a position teaching Distributive Education at Streator High School in Streator, Illinois.

Stephen Stumpf was selected to participate in the project during the Summer Semester of 1973. Prior to his involvement in the project, he taught at Ramsey High School in Ramsey, Illinois, for three years. He served an administrative internship at the Livingston Area Vocational Center in Pontiac, Illinois, during the Spring Semester of 1974. Mr. Stumpf received the B.S. degree in Education and the M.S. degree in Educational Administration from Illinois State University. He is currently enrolled in the Specialist program in Educational Administration and is serving as a graduate assistant.

Michael Winchell was selected to participate in the project during the Summer Semester of 1973. His teaching experience includes one year at Midlothia, Illinois, and three years at Niantic-Harristown High School. He served an administrative internship at Niantic High School. Mr. Winchell received the B.S. in Education, and M.S. in Education degrees from Illinois State University. He is currently working toward the Doctorate in Educational Administration and has accepted a faculty appointment with the Department of Business Education at Illinois State University.



Resource Persons

The ISU Administration by Competency Project was most fortunate in being able to draw upon the expertise of many groups and individuals. The project staff was supported by: (1) faculty members from the Department of Educational Administration and from other departments on the campus of Illinois State University; (2) personnel from the Division of Vocational and Technical Education; (3) personnel from business and industry; and (4) personnel from local schools and junior colleges. A short functional description and biographical sketch on all project staff and resource persons follows.

Project Staff

Dr. Charles Edwards, Professor of Educational Administration served as Director of the ABC Project. Dr. Edwards has been associated with the project for three years. He has had experience as an administrator and a teacher in the public schools and in higher education and has been involved at Illinois State University in training educational administrators for nine years. Dr. Edwards served as the fiscal officer for the project, worked closely with the DVTE, team taught the course Career Education and Administration, served as advisor to project participants, worked on the development of instructional packages and was involved with the students' internship experiences. He also addressed several groups concerning the project and competency-based education. This included a major address at the annual convention of the American Association for Higher Education.

Dr. C. P. Harding, Assistant Professor of Educational Administration served as the Associate Director of the ABC Project. Dr. Harding joined the project in July of 1973. Prior to this he worked in higher education as a teacher and an administrator. His background includes work with competency based instruction and instructional delivery systems. Dr. Harding has also created and produced a television series dealing with Career Education. He coordinated the day-to-day operation of the ABC Project and supervised the secretary and graduate assistants. Dr. Harding also team taught the course, Career Education and Administration, set up and supervised the administrative internships, worked on the development of instructional packages, developed instructional delivery systems, developed public relations materials and advised the project participants.

Dr. Franzie Loepp, Associate Professor of Home Economics and Industrial Technology, served as the Vocational Education Staff Associate on the project. Dr. Loepp joined the project in July of 1973. He has also served on the Pre-Service Occupational Project and the Competency Based Instruction Project at Illinois State University. Dr. Loepp has been on the ISU faculty for four years. Dr. Loepp team taught the course Career Education and Administration, advised the project participants, coordinated the development of the ABC Instructional Packages and served as liasion between the ABC Project and the other competency-based projects at ISU.

Ms. Paula Tinervin served as the ABC Project secretary from August 1973 through June of 1974. Ms. Tinervin was responsible for keeping the records of the project, for ordering and maintaining supplies, and for developing travel vouchers and requisitions. She was also responsible for accumulating data and materials for the instructional packages and for administering proficiency tests.

Ms. Lenore Hutton served as a graduate assistant on the project from August through December of 1973. Ms. Hutton was responsible for the ABC Materials Library, served as the Media Specialist on the project and set up workshops on the use of various kinds of instructional support material. She was also involved in writing and editing ABC Instructional Packages.

Mr. Dan Taylor served as a graduate assistant on the project from August 1973 through June 1974. Mr. Taylor was responsible for research in instructional package development. He authored several instructional packages and edited others. Mr. Taylor also delivered lectures regarding the use of data in education.

Ms. Beth Buehlmann served as a graduate assistant on the project from August 1973 through May 1974. Her primary responsibility involved the identification and development of simulation and games. Ms. Buehlmann also was involved in the development of ABC Instructional Packages.

Ms. Dena Gay served as a graduate assistant on the project from January through June of 1974. She was primarily responsible for the research and the development of instructional packages dealing with counseling and student services. Ms. Gay was also involved with the development of support materials and the field testing of other packages.

ISU Faculty and Staff: Department of Educational Administration

Dr. Ben C. Hubbard, Chairman, Department of Educational Administration

Dr. Hubbard, a nationally recognized expert in the areas of school law and finance, supported the development of instructional packages dealing with these areas. He also gave guidance and support to the project as Chairman of the Department of Educational Administration.

Dr. Elwood F. Egelston, Professor of Educational Administration

Dr. Egelston supported the development of instructional packages in the areas of school safety and school plant planning. He also gave a lecture to the project participants on school plant planning and provided support materials for other instructional packages.

Dr. J H McGrath, Professor of Educational Administration

Dr. McGrath supported the development of instructional packages in the area of problem solving. He has also reviewed other packages and helped to develop and identify materials to be used in competency attainment.

Dr. Ronald Laymon, Professor of Educational Administration

Dr. Laymon aided in the development of materials in the area of professional ethics. He also provided advice and assistance to the staff in the development of other instructional packages.

Dr. Clayton Thomas, Professor of Educational Administration

Dr. Thomas supported the project in the development of instructional packages in the areas of interviewing skills, finance, and grievance procedures. He also delivered a lecture to the project participants and provided support materials for the instructional packages.

Dr. G. Alan Hickrod, Professor of Educational Administration

Dr. Hickrod aided in the development of instructional packages dealing with finance. He has also provided assistance and review of other instructional packages and helped to identify instructional support materials.

Dr. D. Gene Watson, Associate Professor of Educational Administration

Dr. Watson supported the development of instructional packages in several areas. He was also helpful in identifying support materials for the instructional packages.

ISU Faculty and Staff: Other Departments

Dr. David Livers, Professor of Curriculum and Instruction

Dr. David Livers was helpful to the project in developing instructional packages dealing with student services. He also delivered a lecture concerning vocational guidance and helped to identify and develop instructional support materials. Many of the project participants were enrolled in a Vocational Guidance course which was taught by Dr. Livers. He also coordinated a field trip to the DuPage Area Vocational Education Authority and to Willowbrook High School for the project participants.

Dr. Vernon Pohlmann, Professor of Sociology

Dr. Pohlmann aided in the development of instructional packages dealing with the acquisition and use of data. He also delivered a lecture to the project participants on the uses of data and provided materials to support the instructional packages.

Other Faculty resource persons outside of the Department of Educational Administration who were very helpful to the ABC Project include:

Dr. Joseph Talkington, Chairman of the Department of Home Economics and Industrial Technology

Dr. Bessie Hackett, Assistant Professor of Home Economics and Industrial Technology and DVTE-ISU Liasion Officer

Dr. Ken James, Associate Professor of Industrial Technology

Dr. Wayne Zook, Associate Professor of Industrial Technology

Dr. Ralph Wray, Associate Professor of Business Education

Dr. Charles Pendleton, Assistant Professor of Industrial Technology

Division of Vocational and Technical Education Personnel

Mr. Bill Reynolds, the Coordinator of the Professional and Curriculum Development Unit has served in his present position since 1969. He has provided a great deal of support and guidance to the project staff and participants. He also served as supervisor for two participants who completed administrative internships at the Division of Vocational and Technical Education.

Mr. Lonnie Hart has served as the Assistant Coordinator of the Professional and Curriculum Development Unit for four years. In the past year, Mr. Hart has spoken before the project participants on several occasions and has offered a great deal of support to the project staff.

Dr. Charles Hempstead has served as the Education Professions Development Act (EPDA) Projects Director for the past year. Prior to this he served as the Associate Director for the ABC Project (1972-73) at Illinois State University. Dr. Hempstead has coordinated the efforts of all EPDA Projects throughout the state and has spoken to the ISU Project participants on several occasions. He has also been very helpful to the project staff.

Dr. John Klit, the Assistant Coordinator of the Program Approval and Evaluation Unit coordinated the placement of all of the participants on DVTE Evaluation Teams. In some cases, the assignments required adjustments because of the class schedules of the students, but Dr. Klit handled this most effectively and efficiently. Dr. Klit also spoke to the project participants and gave an overview of the functions of the DVTE Evaluation teams.

Mr. Jim Galloway, the Coordinator of the Program Approval and Evaluation Unit aided in the placement of all of the participants on DVTE Evaluation Teams. He also spoke to the project participants as to the functions of the DVTE Evaluation Teams.

Mr. Roy McDermott, the Assistant Director of the Division of Vocational and Technical Education provided support and guidance to the project staff and addressed the project participants on several occasions.

Mr. Sherwood Dees, the Director of the Division of Vocational and Technical Education, met with the project staff, and with the project participants, on several occasions. Mr. Dees also met with ISU President Gene Budig concerning the future of the ABC Project. His personal interest in the project was greatly appreciated by both the project staff and the students.

Ms. Rebecca Douglas, of the Professional and Curriculum Development Unit, was helpful to the project staff throughout the year. Early in the year, Ms. Douglas gave the project Director and the Associate Director an overview of the operation and functions of the Curriculum Laboratory, and later aided in the acquisition of curriculum materials and photographs.

Personnel from Local Business and Industry

Mr. John Coffey, Education and Training Coordinator for the Education and Training Division of State Farm Insurance Companies, provided a good deal of support and assistance to the project staff in the development of materials dealing with Management by Objectives. Mr. Coffey addressed the project participants concerning management techniques and aided in the development of support materials for the ABC Instructional Packages.

Mr. Keith Middleton of Middleton Associates Incorporated supported the project staff in the development of the instructional package dealing with school safety. Mr. Middleton addressed the project participants and provided support materials for the project staff.

Personnel from Local Schools and Colleges

Following is a brief description of each of the individuals from local schools and colleges who served as administrative intern supervisors during the past year. The internship experience provided tremendous opportunities for the project participants to gain insights into administration. We are deeply indebted to the following individuals for their support, their guidance, and for their patience in a developmental program. Without this help, the project could not have been a success.

Dr. John Hawse, Dean of Technology, Illinois Valley Community College, Oglesby, Illinois. Dr. Hawse has been at IVCC for the past seven years. He is a past President and currently serves as Treasurer of the Illinois Council of Local Administrators. Dr. Hawse supervised Mr. Don Gillan in his intern experience.

Mr. Harvey Bos, Director, Mid-Valley Area Vocational Center, Maple Park, Illinois. Mr. Bos has been at the Mid-Valley Area Vocational Center for the past six years. Prior to this, he was with the State of Illinois—Division of Vocational and Technical Education. Mr. Bos supervised Mr. Bob Calabrese in his intern experience.

Mr. Jim Cadagin, Director, Pekin Area Vocational Center, Pekin, Illinois. Mr. Cadagin has been at the Pekin Area Vocational Center for the past six years. Prior to this, he was a Department Chairman and teacher at Pekin High School. He has served as President, Vice President, Director of Industrial Arts, Legislative Chairman and Director of Round Tables for the Illinois Industrial Education Association, as Secretary for the Illinois Vocational Association and as Director of the Illinois Council of Local Administrators. Mr. Cadagin supervised Mr. Alan Johnson in his intern experience.

Mr. Wayne Sampson, Chairman, Engineering and Industrial Occupations Division, Illinois Central College, East Peoria, Illinois. Mr. Sampson has been at Illinois Central College for two years. Prior to this he served as a Regional Director for the Division of Vocational and Technical Education. Mr. Sampson has also served as supervisor for numerous DVTE Evaluation Teams. He supervised the intern experiences of both Mr. Tom Shaughnessy and Ms. Mary Beth Harper.

Mr. Guy O. Petty, Superintendent, Niantic-Harristown Community Unit District #6, Niantic, Illinois. Mr. Petty has been in his current position for the past two years. Prior to this, he was the Superintendent at Abingdon Community Unit District #127. He is the current Chairman of the Abe Lincoln Division of the Illinois Association of School Administrators, and the past President of the Marquette Division of the Illinois Education Association. Mr. Petty supervised Mr. Michael Winchell in his intern experience.

Dr. John R. Gibson, Director, DuPage Area Vocational Education Authority, Wheaton, Illinois. Dr. Gibson has been with DAVEA for the past four years. Prior to this he served as Vice Principal of District 86 in Hinsdale, Illinois. Dr. Gibson has authored numerous articles in journals and newspapers and holds memberships in many organizations including the National Education Association, and the Illinois Education Association. He supervised Ms. Gail Corbeil in her intern experience.

Mr. Clifton Matz, Assistant Director for Career Programs, Parkland College, Champaign, Illinois. Mr. Matz has been with Parkland College for the past seven years. Prior to this he was the Director of Vocational Services for the Industrial Mutual Association in Flint, Michigan. Mr. Matz has also authored many articles dealing with career programs. He supervised Mr. Doug Otto in his intern experience.

Mr. Daren Cox, Livingston Area Vocational Center and Vocational Director of Pontiac Township High School, Pontiac, Illinois. Mr. Cox has been the Director of the Livingston Area Vocational Center for the past year. Prior to this he served as a high school principal in Momence, Illinois. Mr. Cox supervised Mr. Steve Stumpf in his intern experience.

Mr. Daniel G. Swanson, Manager, Vocational and Adult Education, Bloomington, Illinois. Mr. Swanson has served in his current position for the past eight years. Prior to this, he was Chairman of the Industrial Arts and Vocational Education Areas at Richwoods Community High School, Peoria, Illinois. Mr. Swanson is a past President of the Illinois Industrial Education Association and has been named Industrial Arts Teacher of the Year. He supervised Mr. Richard Osborne and Mr. Bruce Lindholm in their intern experiences.

Mr. Joseph Santerelli, Acting Principal, Hanna City Boys' School, Hanna City, Illinois. Mr. Santerelli has been in his current position for the past four years. Prior to this, he was with the Peoria Park District as Recreation Programs Supervisor. Mr. Santerelli provided supervision for Mr. Bruce Lindholm in a special internship designed to supplement the major internship experience.

Other Support Personnel

Mr. Joe Borgen, Co-Director of the Illinois Occupational Curriculum Project (IOCP). Mr. Borgen conducted workshops on the use of IOCP materials. All participants were requested to attend these workshops as a portion of their plans of study in the ABC Project.

Mr. Dwight Davis, Co-Director of the Illinois Occupational Curriculum Project (IOCP) and Executive Dean of Instruction at Joliet Junior College. Mr. Davis conducted workshops on the use of IOCP materials. All participants were requested to attend these workshops as a portion of their plans of study in the ABC Project.

Dr. Robert Worthington, Professor, Department of Education, Rutgers University, New Brunswick, New Jersey. Dr. Worthington served as an evaluator for the project during the past year. He gave the project the benefit of his knowledge and experiences and provided insights which led to the development of new instructional packages. He also provided a good deal of positive reinforcement to the project staff and student participants.

PART III: PROCESSES AND PROCEDURES

In meeting the objectives of both the Pre-Service and Curriculum, and the Training Phase of ABC, an outline of the procedure to be used was established during the initial stages of the project. This outline became the objectives and progress chart for the project staff and served as a guideline for the completion of the various tasks necessary to reach the overall goals of the project. The stated objectives of the project and a brief explanation of how each objective was achieved follows:

OBJECTIVE: 1—Based upon 157 competencies, via in-service education, upgrade teachers to fill leadership positions in local schools as directors of vocational education, directors of area vocational schools, deans of vocational education of community colleges.

The Ramp/Anderson competencies were used as the basis for the development of instructional packages in the ABC Project. Each of these instructional packages contains a rationale, a competency statement, instructional objectives, a pre-assessment, a proficiency test, a list of alternative learning activities, and in some cases supplementary materials. The Ramp/Anderson items covered by the instructional packages are listed in Appendix B. Several areas which were omitted in the Ramp/Anderson study were included in the ABC packages.

OBJECTIVE: 2—Qualify, in one academic year, all participants for State of Illinois, Level 1, administrative endorsement by offering appropriate experiences and/or courses.

All participants who completed the competencies and the associated course work are eligible for the level 2 administrative endorsement.

OBJECTIVE: 3—Place program participants in leadership positions in vocational or career education by September of 1974.

As of this writing, all but one of the project participants has employment for the coming year. (See participant section in Part II of this report.)

OBJECTIVE: 4—Develop, validate, and publish a model university in-service program based upon the 157 competencies including program implementation strategies, suggested courses, activities, internship, etc.

The ABC model which consists of 35 instructional packages is available from the Illinois Division of Vocational and Technical Education. An instructional package from each of the five areas is displayed in Appendix C.

OBJECTIVE: 5—Print 100 copies of the model program and send to DVTE for distribution.

The DVTE has been provided with 100 copies of the ABC model.

The Objectives and Progress chart for the ABC Project was divided into 5 categories. Following is a listing of the project objectives and progress by month for each of the categories.

Category—GENERAL PROJECT OBJECTIVES

July	Establish objectives and priorities for project staff. Hire Graduate Assistants. Hire Project Secretary. Review Ramp/Anderson competencies and work from previous year.
August	Review, evaluate and refine Ramp/Anderson items.
September	Review, evaluate and refine Ramp/Anderson items. Use available expertise on and off campus in developing competencies.
October	Continue to review, refine and evaluate Ramp/Anderson items.
November	Begin development of instructional packages. Begin setting up internships. Review other CBI projects, research and related literature.
December	Continue instructional package development (revise, rewrite, field test)
January	Continue instructional package development (revise, rewrite, field test—involve students)
February	Complete identification of all package titles and competency statements inclusive of all Ramp/Anderson items.
March	Continue instructional package development (revise, rewrite, field test). Conduct evaluation with external evaluators.
April	Begin to finalize all instructional packages. Begin final report.
May	Continue finalizing and field testing of packages. Continue work on final report. Final participant evaluation for Spring Semester. DVTE Evaluation visit.

June . . . . . . Complete field testing on all instructional packages.
Review all instructional packages.
Submit transportable model to DVTE.
Complete final report and submit to DVTE.

Category—CLASS MEETINGS (CAREER EDUCATION AND ADMINISTRATION 489.07)

August. . . . . . Orientation of students to project.

September . . . . 1st Week—Why Competency Based?
Dr. Loepp - Dr. Edwards

2nd Week—DVTE Presentation
Lonnie Hart - Assistant Coordinator of DVTE Curricular Development Unit
Charles Hempstead - DVTE-EPDA Project Director

3rd Week—Vocational Education Overview (5 guests)
Dr. Bessie Hackett, Dr. Wayne Zook, Dr. Ralph Wray, Dr. Ken James, Ms. Vivian Perry

4th Week—Tour of Bloomington Area Vocational Center
Asst. Director - Mr. Oren Schaab

October . . . . . 1st Week—Work with competencies

2nd Week—Tour of the DVTE
Discussion by representatives from all units

3rd Week—Data Competency delivered
Dr. Vernon Pohlman and Mr. Dan Taylor

4th Week—Explanation of Competency Procedure
Dr. Harding - Dr. Loepp - Dr. Edwards

5th Week—Vocational Guidance delivered
Dr. David Livers - Dept. of Curriculum and Instruction

November. . . . . 1st Week—Tour of DuPage Area Vocational Education Authority
Dr. John Gibson - Mr. Henry Cobb

2nd Week—Effective Interviewing delivered
Dr. Clayton Thomas - Department of Educational Administration

3rd Week—Safety (OSHA) delivered
Dr. Loepp and Mr. Middleton

4th Week—School Plant Planning
Dr. Egelston

December . . . . . 1st Week—Teacher Evaluation
Dr. Edwards

Christmas Vacation

January . . . . . 3rd Week—Discussion of initial internship experiences

4th Week—Attend sub-regional workshop on one and
five year plan in lieu of class

February . . . . . 1st Week—Delivered package on "Developing Packages"

2nd Week—Slide presentation "Selling Vocational
Education"
Bruce Lindholm, Richard Osborne and Oren
Schaab

3rd Week—Discussion of intern problems and concerns

March . . . . . . 1st Week—Discussion of intern problems and concerns

2nd Week—Delivery of Management by Objectives package
Mr. John Coffey - State Farm Education and
Training Division

3rd Week—Delivery of Philosophy of Vocational Education
Dr. Harding and Dr. Loepp

April. . . . . . . 1st Week—Delivery of Constructing Vocational Surveys
Mr. Oren Schaab

2nd Week—Delivery of Cooperative Occupational Programs
Mr. Doug Otto

3rd Week—Delivery of Involving Advisory Groups
Mr. Don Gillan, Ms. Mary Ann Lynn, Mr. Oren
Schaab

4th Week—Delivery of Disseminating Program Information
Package
Mr. Bruce Lindholm and Mr. Richard Osborne

Category—PROJECT PARTICIPANTS

July . . . . Fall Students recruited
Fall Students interviewed
Fall Students screened
Fall Students self-tested

August	Fall Students pre-tested Fall Students advised Fall Students registered Fall Students enrolled in Career Education and Administration 489.07
September	Begin setting up internship experiences
October	Continue formalizing internship experiences
November	Spring Students recruited Spring Students interviewed Spring Students screened Spring Students self-tested
December	Finalize setting up internship experiences
January	Begin supervision of internships at Pekin Area Vocational Center and at Illinois Central College. Supervision of internship at Niantic High School and at Parkland Junior College.
February	Supervision of internship at Mid-Valley Area Vocational Center and at Illinois Valley Community College. Supervision of internship at Livingston Area Vocational Center and Bloomington Area Vocational Center. Supervision of internship at DuPage Area Vocational Education Authority.
March	Supervision of internship at Division of Vocational and Technical Education.
April	Internship evaluation conference with all supervisors.
May	Plan schedule for Pre-Session and Summer Session. Carry on participant placement procedures. Final Evaluation for Spring Semester. Field test instructional packages. Completed evaluation of internship experiences.
June	Final field test of all instructional packages.

Category—GRADUATE ASSISTANT PROJECTS

August	Assign Graduate Assistants projects Set up ABC Center; identify ABC material
September	Identification of competencies which can be reached by simulation. Matching simulations and games with competencies. Catalog and control audio-visual materials.

October	Review of literature on Career and Vocational education. Facilitate simulation and gaming exercises. Sony small T.V. workshop, ABC Center (operation and utilization). Continue identification of competencies to be reached by simulation and matching of simulation and competencies.
November	Developed pilot audio-tapes for instructional packages. Developed three pilot video-tapes for instructional packages. Provided media resource materials and aid for project staff delivering competencies.
December	Finalize audio tape packages. Match competencies with supporting media.
January	Aid students and staff in package development. Beth—Continue to work with simulations and intern supervision. Lenore—Photograph for publicity - ABC Center coordination and video-taping. Dan—work on competency packages and continue research. Dena—work on competency packages on guidance.
February	Aid students and staff in package development. Beth—Continue to work with simulations and intern supervision. Lenore—Photograph for publicity - ABC Center coordination and video-taping. Dan—work on competency packages and continue research. Dena—work on competency packages on guidance.
March	Aid students and staff in package development. Beth—Continue to work with simulations and intern supervision. Lenore—Photograph for publicity - ABC Center coordination and video-taping. Dan—work on competency packages and continue research. Dena—work on competency packages on guidance.
April	Aid students and staff in package development. Beth—Continue to work with simulations and intern supervision. Lenore—Photograph for publicity - ABC Center coordination and video-taping. Dan—work on competency packages and continue research. Dena—work on competency packages on guidance.
May	Work on instructional packages - field testing and evaluation.
June	Finalize work on instructional packages.

Category—PUBLICITY

January	Slide Tape script News Release for "American Vocational Week" developed. Begin placement procedures (photographs scheduled and brochure designed).
February	Second draft script Prepare article on Career Education for DVTE journal. Disseminate information on Vocational Education Week. Slides for slide tape shot and processed. Disseminate information on interns.
March	Slide tape completed Brochure on project participants finalized Dr. Edwards - speech at AAHE, Chicago
April	Participant information brochure disseminated
May	Dissemination conference with POP Project at ISU.

The Administration by Competency (ABC) Project is currently being integrated into the Department of Educational Administration as a formal part of the curriculum leading to graduate degrees and administrative certification. This gives the student the option of enrolling in the competency based vocational administration program for a portion of his credit hours in the Department of Educational Administration. Administration by Competency provides a new dimension of program flexibility for the student. Not only is the student able to proceed through ABC at his own pace, he is also able in most cases to select the learning experience he wishes to use to obtain the competencies required to administer programs in career education. The student is also able to build on the experiences and abilities he brings with him to the program. Thus, it is expected that all students will enter the program at different levels and each student will move through the instructional packages at his/her own pace.

Following is a description of the learning experiences available to students who elect the ABC Project.

Project students Gene Ericson, Arlene Brown, Mike Winchell and Bob Calabrese in ABC Course—Career Education and Administration ED. AD. 487.07.

COURSE WORK IN THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDA 400 - Independent Study in Educational Administration

EDA 430 - Workshop [illegible] Education

EDA 431 - Individualized Field Work in Education

EDA 470 - The Public Finance of Higher Education

EDA 471 - College Administration

EDA 472 - The Community (Junior) College

EDA 473 - Seminar in the Community (Junior) College

EDA 478 - Legal Bases of Public Education

EDA 479 - Financial Bases of Public Education

EDA 480 - School Plant Planning

EDA 481 - Administration and Organization of Schools

EDA 485 - The Principalship

EDA 489.05 - Organizational Development

EDA 489.07 - Career Education and Administration

EDA 494 - Research Seminar in Education

EDA 498 - Internship

EDA 499 - Independent Research for the Master's Thesis

EDA 582 - Administration as a Science and an Art

EDA 583 - Educational Leadership

EDA 584 - Superintendent and Central Staff

EDA 586 - Management of Educational Funds

EDA 589 - Field Work in Educational Administration

EDA 590 - Research in Education

EDA 596 - Seminar in Educational Administration

COURSE WORK OUTSIDE OF THE DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Education 476 - Curriculum Theory
Education 475 - Introduction to Research
Sociology 465 - Formal Organization
Sociology 489.06 - Sociology of Education
Speech Comm. 423 - Process of Communication
Sociology 340 - Statistics I
Business Ed. 382 - Coordination Techniques of Coop. Office and Dist. Ed. Programs
Business Ed. 420 - Seminar in Business Education
Psychology 420 - Theories Personality
Education 465 - Vocational Counseling
Psychology 440 - Statistics II
Business Ed. 361 - Principles of Business Education

Mr. Cliff Matz Assistant Director for Career Programs supervised Mr. Doug Otto in his internship experience at Parkland Community College in Champaign, Illinois.

ABC INTERNSHIP IN EDUCATIONAL ADMINISTRATION

An internship in Educational Administration may be defined as a phase of professional education in which a student nearing the completion of his formal preparation works in the field under supervision for the purpose of developing competence in carrying administrative responsibilities. The internship is an elective course and carries from three to eight semester hours credit. The number of credits are determined by the amount of time spent in the field. There are no special pre-requisites for the course but students should have at least 12 hours of Educational Administration courses prior to the internship experience.

Administrative interns are assigned to agencies, colleges, or school systems in Illinois and are expected to spend one day per week for one semester in the school system to receive three semester hours credit. The internship experience is flexible however, and arrangements can be made individually to fulfill the course requirements. It is hoped that the intern will become actively involved in the experience and that he will develop a commitment to the institution with which he serves. In addition to the time spent in the field, the interns meet with the project coordinators for a two hour seminar every week during the period of internship. Each intern is also required to keep a substantial record of his experiences in an internship log which is turned in each week. (See Appendix D for intern log form and Appendix E for intern check list.)

The following list indicates the values to be expected from an effective internship program.

1. It helps to smooth the transition from academic preparation to full administrative responsibility; i.e., it helps the intern to gain confidence by trying his hand at administrative tasks without carrying the full responsibility of administration.
2. It enables the intern to benefit in a relatively short time from the lessons learned by the field sponsor during a lifetime of professional experience.
3. It helps the intern to understand in terms of specific action the meaning of the theory he is learning.
4. It helps the intern to see that sound theory is practical because it is helpful in improving practice.
5. It enables the intern to learn how to administer through actual experience in administration.
6. It provides a means of determining whether a prospective administrator is likely to be successful as a practitioner in Educational Administration.
7. It helps the prospective administrator decide whether he really wants to be an administrator, and if he does, to discover the kind of position for which he is best suited.
8. It provides new ideas and supplementary service for the school system sponsoring the intern.
9. It stimulates the professional growth on the part of the sponsoring administrator.
10. It enables the professor to keep in touch with the reality of the actual problems in the field.

In order that an internship program may make a substantial contribution to the professional education of future education administrators, attention must be given to the quality of the experience provided. Central to an effective experience is an understanding that to be a competent administrator, a person must have the experience of carrying actual administrative responsibilities. Theory becomes valuable only as it helps in the solution of practical problems. A person may seem to know a great deal about how some act should be performed, but he cannot actually become skilled in performance until he has had the chance to practice.

To be effective, an internship therefore requires the delegation of actual responsibilities. Made work is not satisfactory. An intern needs an opportunity to carry responsibilities which are part of an agency's on-going program. Administrative responsibilities can be delegated to an intern in much the same way as they are delegated to a new assistant. At first, a new assistant must become oriented to a situation, and he starts by carrying limited responsibilities as he grows in the situation. An intern is an analogous position. He needs a brief period of orientation and at first can be delegated only limited responsibilities. As he demonstrates growth in the situation, additional responsibilities can gradually be delegated.

An intern will function variously at any one of a number of levels. He may at times be simply an *observer*. If a school superintendent were to present a delicate matter for board consideration, an intern might learn a great deal from observation. Second, an intern in certain assignments may carry *responsibility for making decisions but not for taking action*. For example, an intern might carry the responsibility for arriving at decisions on disciplinary cases sent to the principal's office. He would hold the necessary conferences, secure the relevant information, and then make a decision. The intern would not be allowed to take direct action, however, but would recommend appropriate action to the school principal. Finally, an intern may sometimes be expected to carry *full administrative responsibility*. An intern representing a superintendent in a group of teachers, for example, cannot escape responsibility for his actions. What he says and does or fails to say or do, immediately has its effect. Likewise, an intern left in charge of an office for a day while an administrator attends a conference is also fully responsible for any actions he takes. The level at which an intern functions should be determined by the *nature* of the particular activity and by the competence of the intern. Some internships have been unsatisfactory because the intern was not delegated sufficient responsibility; and it must therefore be emphasized that, to the extent feasible, an intern should be delegated extensive responsibility for important tasks.

Appendix F provides a list of the interns, the intern supervisors and the intern location and Appendix G provides a composite list of the experiences in which the participants were involved.

EVALUATION TEAMS

Project participant Alan Johnson (second from left) served on an evaluation team in Rantoul, Illinois.

As a part of their learning experiences during the past year, each of the project participants was required to participate in Phase III of the DVTE three phase systems for statewide evaluation of occupational education programs. Appendix H lists the students and their evaluation team location for the past year.

Phase III of the evaluation program consists of an on-site visitation of the total occupational program offered within a district by a team of educators and lay people from outside of the district. This exploration stage of the process includes interviews, observations, and discussion and reviews of information collected. Project participants were very positive about their participation on the evaluation teams and indicated that it was an excellent learning experience.

Project participants, Gail Corbeil, Arlene Brown and Steve Stumpf involved in individualized learning experiences.

Independent Study and Individualized Instruction

The ABC option provides the student with the opportunity to work on the instructional packages at his/her own pace utilizing various forms of independent study or individualized forms of instruction. Software or instructional support materials such as video-tapes, audio tapes, books, pamphlets, programmed tests, and simulations and games have been developed and/or purchased which provide the student with the option of working toward the completion of the instructional packages on their own. Additional instructional support materials will be developed by the ABC Software Development Project which has been funded for 1974-1975.

At the end of the year, the project participants were asked to identify the best method of delivery of each of the instructional packages. A composite listing of delivery methods is displayed in Appendix I. The various delivery methods indicated by the students attest to the flexibility of the Administration by Competency Program.

PART IV: CONCLUSIONS

It is the concensus of all those associated with the ABC Project that the program was successful. The first program evaluator, Dr. Robert Worthington Professor of Education at Rutgers University, was very positive about the potential of the ABC Project. His major concern was that the project did not deal effectively with the question of Career Education. Subsequent to his visit, an instructional package and supplementary materials were developed which were concerned with implementing career education programs.

An evaluation team constructed by the DVTE also evaluated the project. The team consisted of Dr. Fred Abel, Dr. Robert Jones, Dr. Howard Smucker and Mr. Jim Cadagin. Although the evaluators indicated a positive and favorable attitude toward the project, specific results and suggestions were not available as of this writing as the report is being submitted directly to The Division of Vocational and Technical Education.

Perhaps one of the most positive statements regarding the project was the fact that most of the intern supervisors volunteered to participate in the project in the future even though they received no pay for their time.

The project participants were very positive about the project and its future. Their enthusiasm has resulted in a number of applicants for the ABC Project for the coming year.

The Future

The staff of the ABC Project recognized that even though all of the project objectives were met, much needed to be done to insure that the ABC program would become a permanent part of the Department of Educational Administration. Consequently, funding for the school year 1974-1975 was requested and received which will allow the development of additional materials and the continual evaluation and refinement of the instructional packages. Following are the objectives of both the ABC Software Development and Training projects for 1974-1975.

Software

1. Develop and/or purchase software for the instructional packages which were developed in the ABC Project.
2. Field test developed software to determine its utility in competency attainment.
3. Evaluate and refine the software.
4. Develop an administrator's manual for using software in conjunction with existing ABC Instruction Packages.
5. Provide two copies of all developed materials for the Division of Vocational and Technical Education Curriculum Materials Center.

Training

1. Involve up to 12 participants in Career Education Administration using the ABC (Administration by Competency) model. Participants will be part-time students during Fall Semester 1974, and Spring Semester 1975, and full-time during Summer 1975.

2. Validate the ABC model using part-time students during the Fall and Spring Semesters and full-time during the Summer.

3. Develop individual plans of study which will move the project participants toward the Level II Administrative Endorsement.

4. Field test the ABC (Administration by Competency) model with the project participants in order to refine and validate the instructional packages.

The project staff is confident that the ABC Project will be self supporting and well integrated into the Department of Educational Administration by the end of the school year 1974-1975, and that the instructional packages will continue to be effective in both pre-service and in-service programs for training career/occupational education administrators. The project staff recognizes, however, that any program of this type must be in a constant state of evaluation and refinement in order to remain relevant and effective. Thus we suggest to anyone utilizing the ABC model that steps be taken to insure constant feedback from students and constant input from resource persons.

APPENDIX A

Informational Flyer on ABC Project

INTERESTED IN BECOMING QUALIFIED AS AN:

ADMINISTRATOR
of
VOCATIONAL EDUCATION

Illinois State University, Department of Educational Administration, the Division of Vocational and Technical Education, and the U. S. Office of Education are co-sponsoring an innovative pre-service program to train occupational/career education administrators. This program is competency based and provides realistic, academic, and internship experiences to prepare local school administrators for the comprehensive leadership roles demanded in the public schools of the 1970's.

Funding for this program is provided via the Educations Professions Development Act (E.P.D.A.), Part F, Section 553.

Openings are available for 1 year grants at approximately $300/month (tax exempt), all fees and tuition beginning June 18, 1973, thru and including June 30, 1974.

Successful completion will mean:

1. A Master's Degree
2. Level 2 administrative endorsement
3. A competency based education including:
   a. Course work
   b. Internship
   c. Individualized programs

For application forms or further information use tear-off form below, or contact:

Dr. Charles Edwards "ADMINISTRATION BY COMPETENCY"
Department of Educational Administration
Illinois State University
Normal, Illinois 61761
Telephone 309-438-3636

- -

"ADMINISTRATION BY COMPETENCY"

☐ I am interested in more information
☐ I am interested in enrolling in the E.P.D.A. Program

My name is ______________________________
My present position is: Title ______________________________
School or Agency: ______________________________
Home Telephone: Area Code ____/__________
Office Telephone: Area Code ____/__________
Home Address: ______________________________
Present Education: Highest Degree Held ______________________________
____
Type of Teaching Certificate Presently Held: ______________________________

APPENDIX B

Ramp Anderson Items Covered by Instructional Packages

GENERAL ADMINISTRATIVE: AREA 1

1.01 Organizational Structuring

Given a description of a school and its environment, the administrator will be able to design or modify the organizational structure for the school and cite a rationale for such a structure.

Ramp/Anderson Items

1.3a - develop a procedure for keeping all staff members informed about all vocational programs and courses.

5.1a - identify those staff members who are capable and willing to accept and carry out responsibilities delegated to them.

5.1d - establish an effective chain of command with a responsible supervisor at each level.

5.3d - delegate authority to units or individuals nearest the point where the action takes place.

1.02 Record Keeping

The vocational administrator will be able to identify the components of and maintain an efficient recordkeeping system covering fiscal records, appropriate financial reports, inventories, equipment records, materials and supplies, students' records, personnel records and miscellaneous correspondence.

Ramp/Anderson Items

4.4b - accumulate data of vocational reports required by the state department of education.

1.03 Using Data

The vocational administrator will be able to locate, interpret, apply and explain the value of data for the total vocational program.

Ramp/Anderson Items

1.1g - analyze job market, student interests, initial cost, and on-going cost related to existing or proposed specialized vocational programs.

1.3h - analyze current and projected instructional needs.

5.3c - correlate job market, student interest, initial cost and on-going cost related to existing or proposed specialized vocational programs within the vocational education program.

1.1l - identify employment trends at the local, state, regional and national level.

1.1i - determine manpower implications for vocational education.

4.3f - collect occupational data from employers to identify vocational education needs.

1.04 Solving Problems

For a given problem, the vocational administrator will be able to apply a problem solving process and propose alternative solutions identified in rank order.

Ramp/Anderson Items

3.3a - identify factors which provide staff members with job satisfaction and dissatisfaction.

4.1a - identify methods of securing assistance from your staff in problems arising in program operation.

5.1b - incorporate controversial issues when making a decision on one particular issue.

5.1c - utilize the skills of staff members in solving problems related to the vocational programs, and give due credit to the individuals involved.

5.3a - define background information concerning controversial issues which require decisions.

5.3g - realize when he has made a mistake and profit from the experience.

5.3h - examine controversial positions, make a decision and justify the position taken.

5.3l - maintain ethical standards expected of a professional educator.

1.05 Management by Objectives

Given a community profile, the interests of the students, and the resources of the school, the vocational administrator will be able to write measurable management objectives and state the means of implementing and evaluating them.

Ramp/Anderson Items

1.1h - write general objectives for a vocational education program.

1.06 Scheduling

Given the necessary background data, and considering legal requirements, the student will develop a daily schedule for classes which meets the needs of staff and students, and which effectively and efficiently utilizes available space and time.

Ramp/Anderson Items

1.3c - schedule staff and facilities for maximum program utilization.

1.3f - build flexibility into the vocational schedule so that students can change their level of training if justified.

4.1c - balance work loads of staff members.

4.1d - utilize effective scheduling of staff members and facilities to afford maximum benefits.

4.6a - evaluate content and time allotted for present courses and programs.

1.07 School Plant Planning

Given a situation that requires changing, expanding or planning new facilities, the vocational administrator will be able to detail the procedure he/she would follow in solving the problem.

Ramp/Anderson Items

4.1b - provide a safe, healthful environment which is conducive to staff member's work.

6.2b - arrange for additional vocational facilities to accomodate expended enrollments and technological advancements related to the vocational program.

6.3a - plan vocational laboratory layouts to gain maximum benefits from available space.

6.3b - equip teaching stations to achieve the stated objectives for each program.

1.08 Establishing Accident Prevention Programs

Given a vocational education instructional setting, the prospective administrator will develop an accident prevention program for teachers, staff and students that complies with local, state and federal regulations. He/She will also develop a strategy for implementing this program.

Ramp/Anderson Items

1.3g - identify specific legal limitations effecting vocational students in hazardous occupations.

4.5a - develop and communicate a safety program based on legal requirements and safety standards which will permit optimum utilization of equipment.

4.1b - provide a safe, healthful environment which is conducive to staff members' work.

1.09 Budgeting

The vocational administrator will prepare a budget that includes:

1. Use of the OSPI (Illinois) Chart of Accounts format and entry systems.
2. Use of the DVTE reimbursement priorities and formulas.
3. Development of budget figures for all appropriate OSPI accounts.

Ramp/Anderson Items

6.1a- specify the long-range facility, equipment and supply needs for the vocational education program.

6.1c - plan an operating budget proposal for consumable supplies, services, and materials needed in a vocational course.

6.1i - develop and implement a procedure for establishing priorities for the use of funds and other available resources.

6.1j - verbalize and substantiate budgeting priorities, property and accountability decisions you have made to appropriate persons at any time.

1.10 Purchasing

Given a vocational program, the vocational administrator will be able to design a purchasing system for securing needed materials and equipment.

Ramp/Anderson Items

6.2a - identify financial requirements for purchasing needed equipment.

6.2c - identify various sources of securing needed equipment.

6.2d - design a procedure for acquiring the supplies and equipment needed in each vocational course.

6.2e - identify new tools and equipment needed for the vocational program during the current academic year.

1.11 Developing a Philosophy of Vocational Education

At a given point in time, the student will be able to formulate and verbalize an internally consistent statement of professional beliefs based on his/her probable behavior in an education setting.

Ramp/Anderson Items

1.1j - verbalize the economic implications for vocational education.

1.1o - provide leadership in the identification of the vocational education purposes and how they relate to the objectives of the institution.

5.2a - appraise the value of general education to vocational students.

5.3f - express and demonstrate a philosophy consistent with the objectives of vocational education.

1.12 Writing Reports

Given the need for written communications, both internally and externally, the vocational administrator will demonstrate the ability to write in a clear, complete, and concise manner while conveying the intended message.

Ramp/Anderson Items

4.4a - organize reports into a concise form so that only the data related to the subject of the report is printed.

1.13 Demonstrating Professional Behavior

The student will be able to demonstrate ethical judgments expected of a professional, educational administrator of a vocational program.

Ramp/Anderson Items

5.3i - maintain ethical standards expected of a professional educator.

PROGRAM PLANNING: AREA 2

2.01 Using External Resources

Given a specific situation concerning the development and delivery of vocational programs, the vocational administrator will be able to identify the type of assistance needed and from which units of the DVTE the assistance can be received.

Ramp/Anderson Items

1.1k - secure the services of federal and state agencies for program development.

1.1r - apply the knowledge of state and federal legislation and its impact upon program planning.

1.2a - enlist the aid of state employment office personnel, key figures in business and industry, state staff, and teacher-training institutions for program planning purposes.

5.4a - utilize state office personnel any time their expertise can assist in any facet of the vocational program.

5.4c - cooperate with state staff members in promoting, developing, sustaining and evaluating vocational programs.

2.02 Meeting Program Approval Budget Requirements

The vocational administrator will be able to explain program priority and reimbursement guidelines and regulations.

Ramp/Anderson Items

6.1b - prepare a long-range budget which projects the financial needs of the total vocational education program.

6.1d - prepare a capital outlay proposal for the total vocational program.

6.1e - prepare budgets based on anticipated incomes from federal, state and local sources.

6.1f - file reimbursement claims with the Division of Vocational and Technical Education.

6.1g - analyze capital outlay and projected funds needed to begin and continue a new vocational course or program.

6.1h - allow for flexibility in a budget for price changes, enrollment changes, and new products.

2.03 Planning, Programming Budgeting Systems

The vocational administrator will apply the operating principles and explain implementing strategies for a Planning, Programming Budgeting System that provides for:

1. Development of program goals, objectives and alternatives for the vocational programs offered.
2. Development of program cost figures for each program need area.
3. Continual goal, objectives and fiscal needs review and modification.

Ramp/Anderson Items

(None applicable)

2.04 Preparing the One and Five Year Plan

The vocational administrator will be able to write a one and five-year plan.

Ramp/Anderson Items

1.1a - prepare a short-range and a long-range program plan for vocational education in the school.

1.1b - determine the occupations for which training is to be offered in the vocational program.

1.1c - analyze long-range course needs for the vocational program.

1.1d - identify the competencies needed for entry into an occupation.

1.1e - secure assistance from staff members in the preparation of the local plan.

1.1f - submit a proposed program plan to the local administration based upon the results of a vocational education survey.

1.1n - design relevant programs and courses that are reflective of constantly changing occupations.

1.1p - develop programs geared to the disadvantaged and special needs student.

1.3b - provide leadership for redesigning programs and courses as a result of an administrative edict.

2.05 Implementing Career Education Programs

The practicing administrator will be able to implement a long-range career education program, including an understanding of the philosophy, objectives, functions and operations of the local K-12 career education sequential program.

Ramp/Anderson Items

(None applicable)

2.06 Establishing Program Evaluation Procedures

For a given vocational education program, the vocational administrator will be able to continuously evaluate the program in terms of job markets, trends, students interests and initial and on-going costs.

Ramp/Anderson Items

1.3e - evaluate alternative instructional avenues in terms of benefit vs. cost.

1.4a - assess program direction in light of criteria provided through organizational patterns at the state and federal level.

1.4d - develop and implement a procedure for evaluating the total vocational programs.

1.4b - involve employers and labor representatives when evaluating vocational courses and programs.

1.4c - involve students, staff members, administrators and outside agencies in the evaluation of the vocational programs.

5.3e - perceive evaluation of the program as the responsibility of students, staff members, administrators and outside agencies.

2.07 Constructing Vocational Surveys

The vocational administrator will be able to design, implement and evaluate a survey.

Ramp/Anderson Items

4.3c - obtain administrative approval for a vocational education survey.

4.4d - design a concise, clear follow-up instrument which will furnish needed data and that is brief enough that participants will complete and return the instrument.

5.3j - devise a plan for survey staff to follow in conducting a vocational education survey.

2.08 Establishing Cooperative Programs

Given the necessary data, the vocational administrator will be able to implement and maintain cooperative occupational education program(s) as dictated by DVTE Guidelines.

Ramp/Anderson Items

1.3d - seek agreements with community sources for providing additional program opportunities.

5.2i - suggest to teacher-coordinator methods of improving in-school and on-the-job cooperative vocational education instruction.

PERSONNEL: AREA 3

3.01 Developing Job Descriptions

The vocational administrator will prepare and/or update job descriptions covering the responsibilities, qualifications and salary information for professional staff and support staff positions. This will include a follow-up to insure that job descriptions actually match job duties, requirements, and training.

Ramp/Anderson Items

2.1a - determine sources from which applications may be received, i.e., colleges and universities.

2.1b - determine alternate sources of employees such as neighboring schools and industry.

3.02 Ranking Candidates

Given credentials and job descriptions, the vocational administrator will determine which candidates meet state certification requirements, and the needs of the school system.

Ramp/Anderson Items

2.2a - determine which person can meet present instructional needs.

2.2b - predict candidate ability to meet future instructional needs.

2.2c - determine the stability of the candidate and the likelihood of providing stability to the staff.

3.03 Interviewing and Hiring

The vocational administrator will be able to demonstrate the following interviewing skills:

1. respecting behavior
2. questioning skills
3. encouraging skills
4. data gathering skills
5. clarification skills
6. feedback skills

These behaviors encompass factors such as:

1. respect for the interviewee
2. comfortable and acceptable posture
3. appropriate seating arrangement
4. acceptable facial expressions and eye contact
5. lack of distracting mannerisms
6. questions that draw out the interviewee
7. in-depth of follow-up questions to get all needed information on a particular point
8. open-ended questions
9. following behavior
10. no cuing or leading behavior
11. no threatening questions
12. non-judgment attitude
13. use of paraphrasing, restatement and perception checks
14. give the interviewee a chance to ask questions
15. appropriate conclusion, including procedure that will be followed, what notification will be made, and what the interviewee is expected to do if a position is offered.

Ramp/Anderson Items

2.3a - determine an applicant's perception of his role as an instructor.

2.3b - depict the instructional responsibility of an open position.

2.3c - assess an applicant's attitude toward himself during the interviewing.

2.3d - evaluate the feeling of the applicant about the importance of the position he seeks.

2.4a - choose the job applicant whose temperament, academic preparation, and professional attitude best suit the position open.

2.4b - hire paraprofessional staff members.

3.3e - criticize a staff member without stripping him of his dignity.

3.04 Orienting Staff

The vocational administrator will be able to describe and defend an orientation process to use in orienting new staff to the job and community.

Ramp/Anderson Items

3.1a - help new staff members acclimate themselves to the job and the community, especially the first few days.

3.1b - assist new staff members to understand the policies and regulations of the institution.

3.3i - foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.

4.2a - assist supervising teachers in interpreting policies and regulations of the institution to student teachers.

5.1e - keep staff members clearly informed as to what is expected of them.

3.05 In-Service Training

The vocational administrator will be able to assess needs and develop goals and objectives for in-service training programs to meet these needs.

Ramp/Anderson Items

3.2a - provide in-service training to serve individual needs of those being trained.

3.2b - develop and implement an in-service program for all staff members with special activities for beginning teachers.

3.2c - promote among staff members the desire for constructive inter-relationships with students.

3.2d - encourage staff members to pursue academic and work experience to develop or up-date skills.

3.2f - plan with staff members for their continued professional growth through specific academic and non-academic experiences.

3.3g - determine staff members' interests before establishing an in-service training program.

3.3i - foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.

5.1h - secure maximum performance from staff members.

5.1i - assist staff members in defining goals, tasks and purposes of new programs as well as developing new approaches to instruction (team teaching, modular scheduling, etc.)

5.2g - motivate staff members to provide information to prospective students for all vocational offerings.

5.4b - plan, schedule, execute and evaluate in-service training systematically.

7.2g - conduct public relations activities to reach internal publics (school administrators, teachers, guidance staff, and students).

7.3c - describe to vocational education staff members how they can improve their image by productively participating in community, civic, service or social organizations.

5.1e - keep staff members clearly informed as to what is expected of them.

7.2c - communicate what is going on in business and industry to the school staff.

3.06 Evaluating Instruction

In a given teaching situation, the vocational administrator will be able to analyze the instruction using (1) a check list type evaluation instrument, and (2) interaction analysis (where applicable). In any given situation, the vocational administrator will be able to list:

1. strengths of the instruction
2. weaknesses of the instruction
3. suggestions for improvement.

The vocational administrator will be able to identify the various kinds of evaluation instruments and state the situation in which each will be used.

Ramp/Anderson Items

4.2b - evaluate classroom instruction based on stated goals within the framework of the philosophy and goals of the institution.

5.1h - secure maximum performance from staff members.

3.07 Identifying Legal Requirements for Staff Dismissal

Given a situation involving management responsibilities, the vocational administrator will identify legal requirements for staff dismissal, failure to grant tenure, transfers and other disciplinary responsibilities.

Ramp/Anderson Items

3.3b - state legal requirements for dismissal or failure to grant tenure to a staff member.

3.3c - inform a person when he is in danger of being dismissed and give him the opportunity to take steps to avoid dismissal.

3.3d - inform a person who is not to be rehired specific, concrete, reasons for his dismissal.

3.08 Resolving Grievances

The vocational administrator will be able to identify, describe and justify a procedure to be used in the resolution of various grievances.

Ramp/Anderson Items

3.3h - maintain staff morale particularly when there is a disagreement among staff members concerning one or more aspects of the existing program or new programs being proposed.

3.3k - explain the position(s) of administrative bodies to staff members who resent or disagree with the position(s) taken.

5.1f - inform staff members of the accepted methods to be used in the resolution of grievances.

PUBLIC RELATIONS: AREA 4

4.01 Involving Advisory Groups

The vocational administrator will design, designate, and implement strategies for a citizen participation plan through the use of advisory committees for the total program including identifying the role and function of advisory committees and orienting the committee to that role and function and enlisting the assistance of business and industrial representatives at a variety of levels to identify various occupational opportunities.

Ramp/Anderson Items

1.2c - identify the role and function of advisory committees and orient that committee to that role and function.

1.2d - obtain school board authorization for organizing an advisory committee.

1.2e - establish the criteria for and select advisory committee members.

1.2f - establish a working relationship with advisory committee members.

1.2g - enlist the aid of the advisory committee for long-range program planning purposes.

1.2h - use the expertise of the advisory committee in making an analysis of an occupational field.

4.3b - establish working relationships with advisory committee members.

4.3c - supervise the advisory committee in conducting a vocational education survey.

4.3d - indicate resource persons who can provide consultation service to the advisory committee.

4.3e - communicate the date, place and agenda of an advisory committee meeting to all persons concerned.

4.02 Enlisting Community Support

The vocational administrator will develop a plan and implementation strategies for involving and enlisting the support of individuals and groups in the community.

Ramp/Anderson Items

1.2i - enlist the assistance of management and labor representatives to identify a variety of occupational opportunities.

4.3a - recruit businessmen, professionals and technicians as resource persons for vocational classes.

7.1b - obtain informal feedback on the vocational program through contacts with individuals in the school and community.

7.1c - evaluate the degree to which the objectives of the community relations program have been met.

7.1d - ascertain and evaluate public opinion about vocational programs.

7.3a - identify ways staff members can achieve community involvement which will build better public relations for vocational education.

7.3b - work with different racial and ethnic groups within the community.

7.3e - identify supportive community service groups.

1.3d - seek agreements with community sources for providing additional program opportunities.

4.03 Disseminating Program Information

Given the need to disseminate information about the vocational program, services and events, the vocational administrator will develop and suggest ways of implementing a systematic program using newspaper, television, radio and other print media in the public and community relations.

Ramp/Anderson Items

1.1q - develop and present a program to prospective students and the community which explains the vocational programs available to them.

7.2a - speak to school and community groups about the vocational program.

7.2b - publicize the establishment of the advisory committee, its members and its functions to the school and community.

7.2c - communicate what is going on in business and industry to the school staff.

7.2d - publicize the purposes and objectives of a vocational education survey.

7.2e - use a variety of communication techniques on a carefully planned basis to influence public opinion.

7.2f - conduct public relations activities to reach external publics (merchants, businessmen, community organizations, professional organizations, etc.).

7.2h - write articles about newsworthy activities being carried on in the vocational programs, for the news media.

7.2i - conduct an open house to familiarize members of the school and the community with activities of the vocational programs.

7.2j - provide brochures to acquaint the school and community with aspects of the vocational programs.

STUDENT SERVICES: AREA 5

5.01 Vocational Counseling

The vocational administrator will be able to define roles and interpret the functions of vocational guidance counseling for the vocational education program, and hire a qualified vocational counselor to implement the vocational guidance objectives.

Ramp/Anderson Items

5.2b - appraise the value of various testing methods as a basis for counseling students.

5.2c - evaluate programs on the basis of the progression of student behavior toward established goals.

5.2h - work with guidance personnel to develop occupational information describing local and national opportunities.

5.2j - interpret the role of guidance, counseling and placement in vocational education.

5.02 Reducing Drop-Outs

The vocational administrator will identify and apply techniques to determine why students drop-out of the vocational programs and suggest possibilities for reducing the number of drop-outs.

Ramp/Anderson Items

5.2d - determine the reasons students drop-out of the vocational program.

5.03 Special Needs Students

The vocational administrator will be able to identify disadvantaged and handicapped students and assess the individual student's needs before placement in an occupational curriculum.

Ramp/Anderson Items

4.5b - adapt existing instructional programs to students with special needs.

APPENDIX C

Sample ABC Instructional Packages

A B C

Instructional Package 1.08

AREA: General Administrative

TITLE: Facilities
Establishing an Accident
Prevention Program

Administration by Competency Project

Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
PDT-B4-105

(0674)

AREA: General Administrative

PACKAGE TITLE; Facilities
Establishing Accident Prevention Programs

RATIONALE: One of the major responsibilities of the administrator is to assure the teachers, staff and students a safe and healthful learning environment. It is therefore essential for the administrator to develop an accident prevention program that is continuous and consistently provides for immediate corrective action whenever an unsafe practice or condition is observed. It is also imperative that the school comply with state, local and federal life, health and safety regulations.

COMPETENCY STATEMENT: Given a vocational education instructional setting, the prospective vocational administrator will develop an accident prevention program for teachers, staff and students that complies with local, state, and federal regulations. He/She will also develop a strategy for implementing this program.

INSTRUCTIONAL OBJECTIVES:

1. Given drawings, photographs, or an actual vocational laboratory, the student will be able to recognize at least ten of the major unsafe practices or conditions and make recommendations for corrective action.

2. The student will be able to describe the four objectives of the 1970 Occupational Safety and Health Act as detailed in How to Make OSHA 1970 Work for You.

3. The student will be able to list five organizations or agencies that supply assistance in establishing and maintaining an accident prevention program.

4. Given the "Recordkeeping Requirements" booklet and an "in basket" that describes an accident, the student will be able to fill in the records that are required by law. These records must meet the requirements specified in the above booklet.

5. Given demographic data for a school district, the student will be able to set forth a strategy for implementing an accident prevention program in the schools. This strategy must not only include a procedure for starting the program, but also the way on-going activities such as record keeping, training, inspecting and program assessment may be achieved.

6. The student will be able to write the general purpose and the method used to enforce the life/safety codes in the State of Illinois. These statements must agree with those set forth in "Efficient and Adequate Standards for the Construction of Schools", OSPI Series Circular A,No. 156; and "Building Specifications for Health and Safety in Public Schools," OSPI Series A, No. 157.

7. Given a list of occupations, the students will be able to identify those considered to be hazardous. Then the student will write requirements that must be met in training students for the identified hazardous occupations.

   This requirement must be congruent with those specified in "Child Labor Bulletin 101."

PRE-ASSESSMENT:

1. Look at the 5 pictures on the following page, and identify the unsafe practices or conditions. Then select the most critical situation and write a recommendation for corrective action. If this situation involves a student, this recommendation should be addressed to the teacher in charge of the student.

   Picture A ______________________________

   Picture B ______________________________

   Picture C ______________________________

   Picture D ______________________________

   Picture E ______________________________

   Recommendation for corrective action:

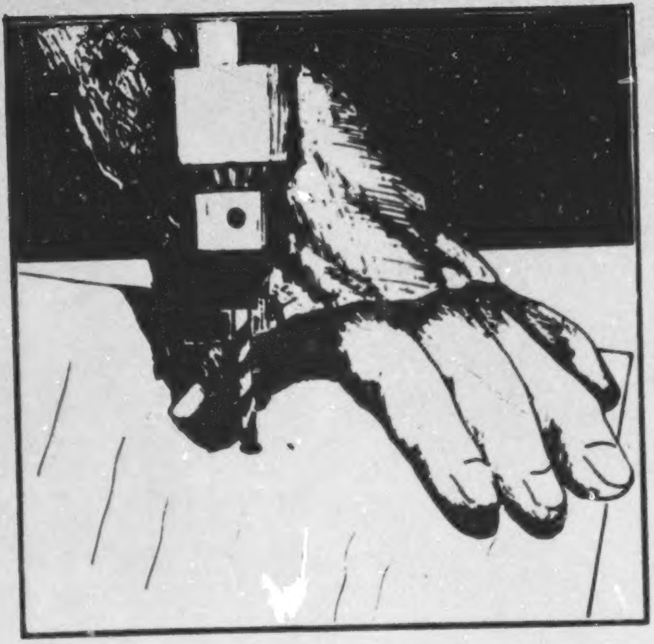
2. Describe the four objectives of the 1970 OSHA.
   a.
   b.
   c.
   d.

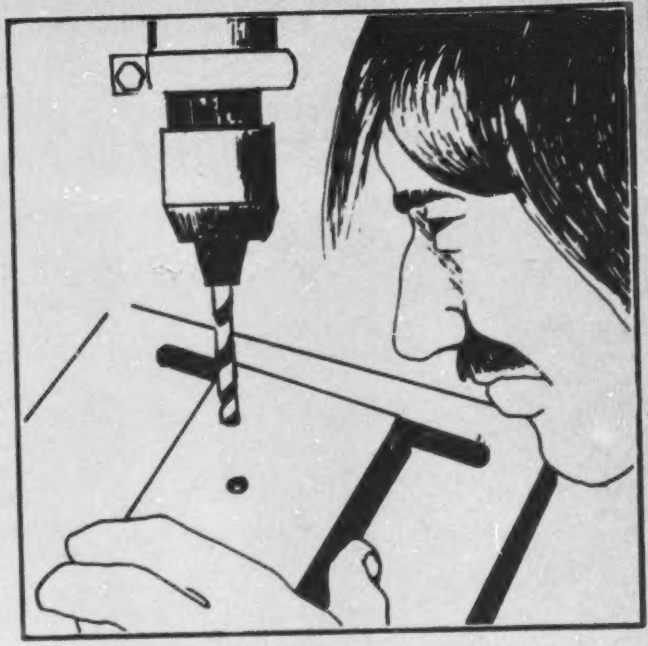
3. List five organizations or agencies that could be contacted to acquire assistance for improving or establishing school safety programs.
   a.
   b.
   c.
   d.
   e.

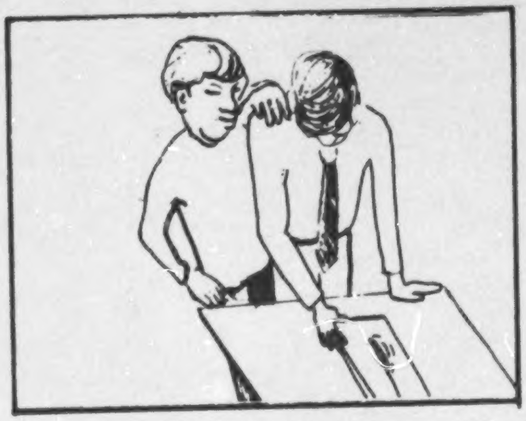
4. Write a strategy for implementing and maintaining a school accident prevention program on the back of this sheet.

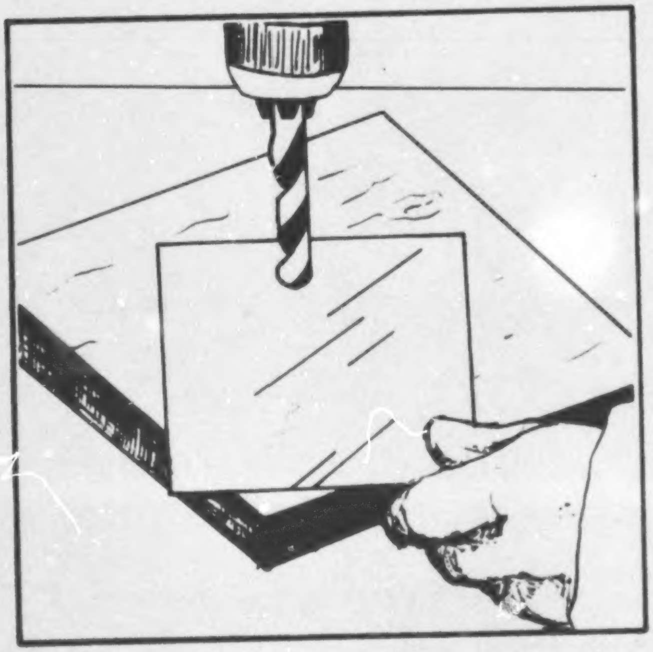
5. Write the purpose and the method used to enforce the life/safety codes in the State of Illinois.

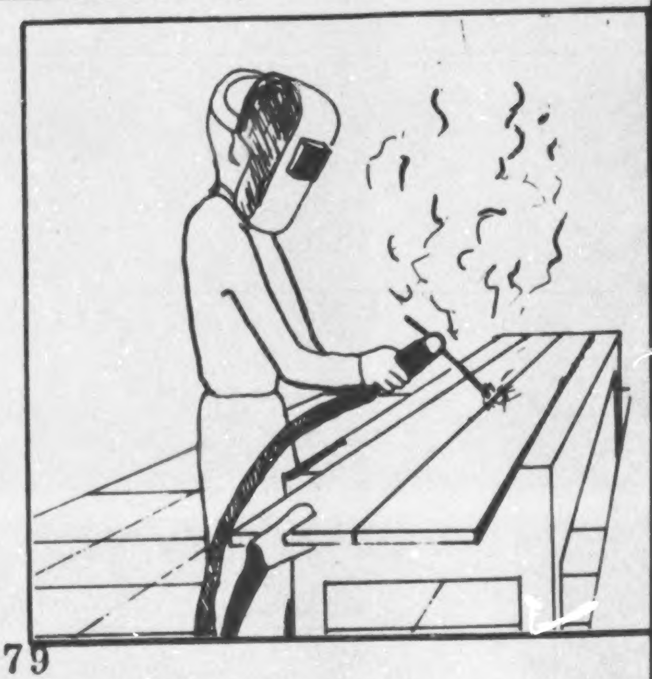
6. Underline the occupations considered to be hazardous for 16-18 year old students. Then write the requirements that must be met in training students for the underlined occupations.
   Surveyor, office worker, Lath mill operator, truck driver, X-ray technician and baker.











POSSIBLE LEARNING ACTIVITIES:

1. Attend a lecture or listen to the ABC audio tape on school safety.
2. Attend a lecture or listen to the ABC audio tape on life/safety codes.
3. View the slide tape series on OSHA prepared by the National Safety Council.
4. Visit vocational laboratories. Use the attached Inspection Guide to assist in identifying unsafe practices and conditions.
5. Read and work through the *Recordkeeping Requirements* booklet supplied by the U.S. Department of Labor.
6. Read pages 1-37 in *How to Make the OSHA 1970 Work for You*, Ann Arbor Science Publishers, Inc., 1972.
7. For information relative to Illinois Life/Safety codes read "Efficient and Adequate Standards for the Construction of Schools," Circular Series A No. 156, OSPI, State of Illinois and "Building Specifications for Health and Safety in Public Schools," Circular Series A No. 157, OSPI, State of Illinois, 1969.
8. Read the U.S. Department of Labor "Child Labor Bulletin 101" for a listing of hazardous occupations.

SAFETY INSPECTION GUIDE

It is not inclusive of all the unsafe conditions and practices that occur in vocational laboratories, although it will help in identifying most problem areas; beware of unlisted items.

Inspect the vocational facility; fill in the following check list; then write a summary report using the suggested format.

Conditions	Provided?		Quality?			Inspector's Comments
	Yes	No	Good	Fair	Poor	
Guards on machines Non-slip floor areas Grounded electric cords Anchored compressed gas cylinders						
Wash facilities Lighting Ventilation and exhause systems Product storage						
Stock storage Noise control Main switch shut off Fireproof waste cans						
Safety clothing Safety zones Marked fire exits Fire extinguishers						
First-aid cabinet Fire alarm Aisle spare Color coding						
Hand tool condition Power tool condition Posted safety rules Orderly work areas						

INSPECTION GUIDE CONTINUED
(Unsafe Practices)

Unsafe practices	Iminent Danger	Serious	Non-Serious	Inspector's Comments
Failure to wear protective equipment Eye protection Hard hats, shoes, clothing, head bands, etc.				
Unauthorized smoking Failure to use guards on machines Use of improper tool for situation				
Poor pedestrian practices Crowding around machines Students using machines without supervision				

SUMMARY OF SAFETY REPORT

Name_________________________Date_____________Facility_______

1. In an inspection of laboratory facilities, the following items were found to be of poor quality.

II. The following items are not provided.

III. The following unsafe practices were observed.

IV. Detail the recommendation for corrective action below.

PROFICIENCY TEST:

1. Look at the 5 pictures on the following page, and identify the unsafe practices or conditions. Then select the most critical situation and write a recommendation for corrective action. If this situation involves a student, this recommendation should be addressed to the teacher in charge of the student.

   Picture AA ____________________

   Picture BB ____________________

   Picture CC ____________________

   Picture DD ____________________

   Picture EE ____________________

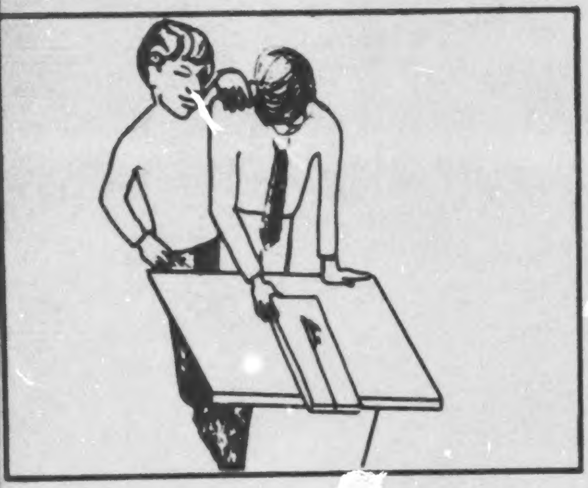
2. List and describe four objectives of the 1970 Occupational Safety and Health Act.
   a.
   b.
   c.
   d.

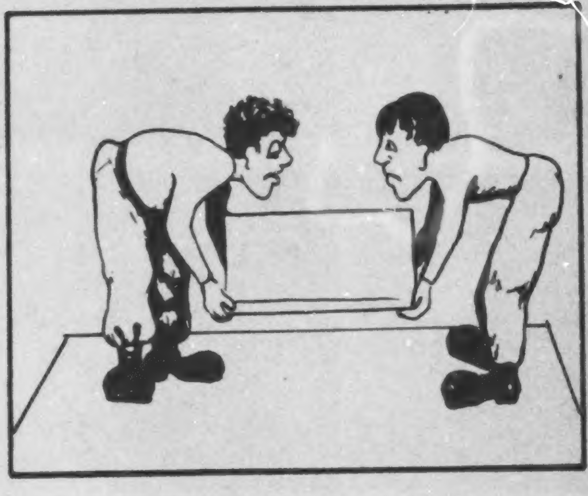
3. List five organizations or agencies that could be contacted to provide assistance for improving or establishing a school safety program. Then describe the kind of support each one could provide.
   a.
   b.
   c.
   d.
   e.

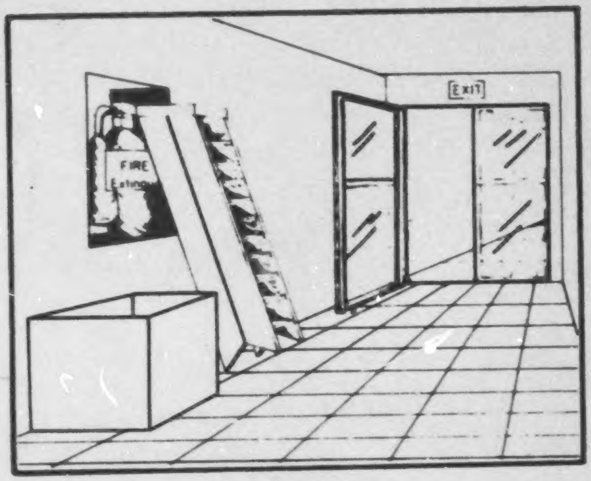
4. Write a strategy for implementing and maintaining a school accident prevention program on the back of this sheet.

5. Write the purpose and the method used to enforce the life/safety codes in the State of Illinois.

6. Underline the occupations considered to be hazardous for 16-18 year old students. Then write the requirements that must be met in training students for the underlined occupations.
   clothing salesman, mine worker, heavy equipment operator, table saw operator, policeman and farmer.



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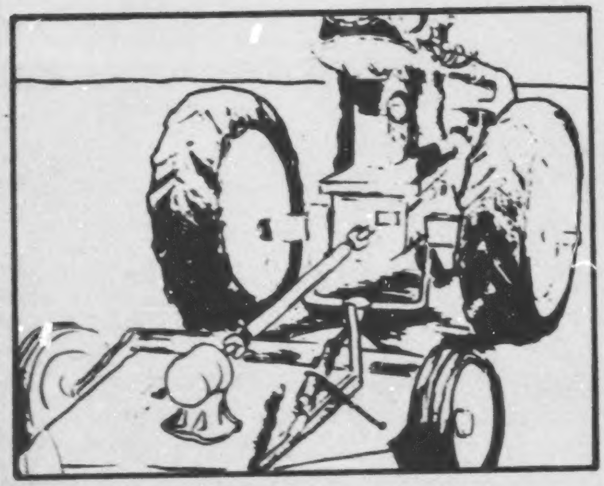

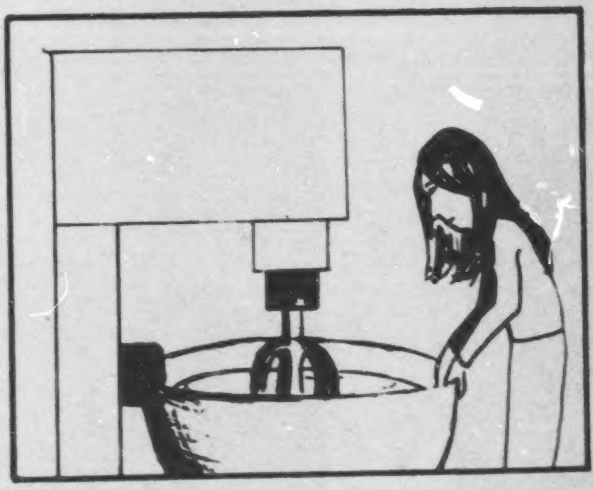

A B C

Instructional Package 2.01

AREA: Program Planning
TITLE: Using External Resources

Administration by Competency Project

Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
PDT-B4-105

(0674)

AREA: Program Planning

PACKAGE TITLE: Using External Resources

RATIONALE: In the course of developing vocational programs and budgets, it is necessary to consult with the staff of the Illinois Division of Vocational and Technical Education (DVTE). Through its many divisions, the DVTE offers a variety of technical assistance and problem-solving services. It is therefore appropriate for the vocational administrator to have a working knowledge of the DVTE's functions and office organization.

COMPETENCY STATEMENT: Given a specific situation concerning the development and delivery of vocational programs, the vocational administrator will be able to identify the type of assistance needed and from which units of the DVTE the assistance can be received.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to identify the seven operating units of the State DVTE as detailed in "State DVTE Office and Unit Description" or "Organizational Structure: Unit Role and Function."

2. The student will be able to determine which unit(s) of the State DVTE would be consulted for specific program and budget development concerns. When presented with a list of problems, the student must select the primary DVTE unit that is prepared to give assistance. (80% minimum criteria)

3. The student will be able to explain the role and function of the units of the State DVTE as stated in, "Organizational Structure: Unit Role and Function."

4. The student will be able to indicate the points in the development of a reimbursable vocational program or budget where consultation with the State DVTE is required and/or desirable.

PRE-ASSESSMENT:

1. Identify the seven operating units of the State DVTE.
   a.
   b.
   c.
   d.
   e.
   f.
   g.

2. Using the letter to the left of the units you listed above, indicate the unit(s) you would refer to for assistance in each of the following cases:

   ___ 1. You need help in developing a one and five year plan.

   ___ 2. You are having trouble determining the level of funding a certain program is reimbursable for.

   ___ 3. You need assistance in preparing the documents of an on-site evaluation.

   ___ 4. There is a question of your compliance with occupational and safety codes prescribed by state and federal legislation.

   ___ 5. You are considering applying for Manpower Development and Training Act money for a special vocational program.

   ___ 6. Through a community survey, you find a number of drop-outs and you have elected to pursue the development of a program specifically for this kind of clientele.

   ___ 7. You wish to design an occupational survey for the identification of future program needs. Which unit would you consult for assistance in the construction of this survey?

   ___ 8. You have been asked by your superintendent and your school board to do a review of the literature in vocational education prior to submitting a proposed plan for a vocational program to the board. The board is specifically interested in a national review of programs in vocational education. You are particularly interested in those unit(s) that can directly provide this service or provide referral service.

___ 9. You wish to establish an in-service training program for the teachers in your vocational center. You particularly want unit(s) that will provide assistance in the development and review of your in-service program.

___ 10. There is a question about the reimbursability of some equipment.

3. Describe the role and function of the seven units of the State DVTE in the development and funding of vocational programs.

4. Indicate at what points in the development of the vocational program and budget, consultation with the State DVTE is required and/or advisable.

POSSIBLE LEARNING ACTIVITIES:

1. Attend a lecture or view the ABC videotape on Using the State DVTE.
2. Attend the State DVTE workshops or other information meetings dealing with the use, role and function of the agency.
3. Read the following State DVTE resource publications:
   a. "State DVTE Office and Unit Description," Form No. DO-2000. State of Illinois, Division of Vocational and Technical Education. July 11, 1973 or the latest edition.
   b. "Organizational Structure: Unit Role and Function," State of Illinois. Division of Vocational and Technical Education.
4. Consult with vocational administrators about their use of the State DVTE for technical and problem-solving assistance.

PROFICIENCY TEST:

1. Identify the seven operating units of the State DVTE.
   a.
   b.
   c.
   d.
   e.
   f.
   g.

2. Using the letter to the left of the units you listed above, indicate the unit(s) you would refer to for assistance in each of the following cases:

   ___ 1. You are considering a contract for a local community college to provide instructional and facilities services for your vocational program. This contract needs review, who do you consult?

   ___ 2. You are in the process of developing an informational profile of the vocational needs of your community for the future development of your vocational program.

   ___ 3. You have terminated a program that no longer has a need for graduates in your area. The classroom equipment used in this program needs to be disposed of.

   ___ 4. You have identified the need for a program in nuclear technology. Preliminary investigation shows this to be an expensive and unique undertaking. Which unit(s) would you contact to explore the possibility of obtaining funding for a pilot program in this new area?

   ___ 5. You have agreed to develop a program for the sightless in cooperation with other agencies and wish to receive assistance in the development of such a program.

   ___ 6. According to a state regulation, a course in consumer education is mandatory at the secondary level. Which unit(s) would you consult for assistance in developing this course?

   ___ 7. Your industrial education department would like to develop an innovative exploratory program for ninth graders. They want to know if funds are available for this process.

___ 8. You need assistance in preparing the documents in preparation for the third phase of the 3 Phase Evaluation System.

___ 9. You want help in developing a community survey.

___ 10. You need information concerning the availability of funds for the expansion of four vocational facilities.

3. Choose one of the situation statements below and give a detailed response.

SITUATION STATEMENT ONE

Top level administrators from three adjacent unit school districts have agreed to explore the possibility of setting up an area vocational center. You have been asked to give them sources where they might obtain information on the establishment and operation of such a center. Your administrator has asked you to detail specifically what kinds of help can be obtained from the State DVTE.

SITUATION STATEMENT TWO

Your superintendent has recently been named to the position of "Director of Vocational Education." He has asked you to describe the role, function and operating units of the State DVTE. Specifically what will you provide to the superintendent as far as the units of the State DVTE and their function(s)?

SITUATION STATEMENT THREE

You have been asked to conduct an in-service training presentation on the State DVTE. Your remarks, by prior request, must include descriptions and functions of the DVTE's operating units. Indicate below the units and their functions.

ABC

Instructional Package 3.03

AREA: Personnel

TITLE: Interviewing and Hiring

Administration by Competency Project

Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
PDT-B4-105

(0674)

AREA: Personnel

PACKAGE TITLE: Interviewing and Hiring

RATIONALE: The personal interview is one process by which the educational administrator screens new applicants. It is also used to provide feedback for the staff on a continuing individual basis. Consequently, it is important that the administrator is skillful in organizing and applying effective interviewing skills.

COMPETENCY STATEMENT: The vocational administrator will be able to demonstrate the following interviewing skills:

1. Respecting behavior
2. Questioning skills
3. Encouraging skills
4. Data gathering skills
5. Clarification skills
6. Feedback skills

These behaviors encompass factors such as:

1. Respect for the interviewee.
2. Comfortable and acceptable posture.
3. Appropriate seating arrangement.
4. Acceptable facial expressions and eye contact.
5. Lack of distracting mannerisms.
6. Questions that draw out the interviewee.
7. In-depth or follow-up questions to get all needed information on a particular point.
8. Open-ended questions.
9. Following behavior.
10. No cuing or leading behavior.
11. No threatening questions.
12. Non-judgment attitude.
13. Use of paraphrasing, restatement, perception checks, or summarizing to clarify.
14. Give the interviewee a chance to ask questions.
15. Appropriate conclusions, including procedure that will be followed, what notification will be made, and what the interviewee is expected to do if a position is offered.

INSTRUCTIONAL OBJECTIVES:

1. On a written exam, the student will be able to state two general pruposes of interviewing, and provide and defend a rationale for the interviewing process.

2. The student will be able to skillfully conduct a ten minute selection interview which demonstrates:
   a. respecting behavior,
   b. questioning skills,
   c. encouraging skills,
   d. data gathering skills,
   e. clarification skills, and
   f. feedback skills.

   This interview should be video-taped and assessed by 2 peers and a designated instructor.

3. Given a set of credentials, the student will be able to prepare in writing, an interview guide stating at least five questions that will be used during the course of the interview.

4. Given video-taped or role playing interview situations, the student will be able to provide in writing a critique of the interviewer on the basis of a check list containing fifteen items.

5. In a role play or video taped appraisal interview situation, the student will be able to demonstrate and indentify five points which indicate good feedback skills.

PRE-ASSESSMENT:

1. In a role playing situation with another student, conduct a 10 minute selection interview which demonstrates good interviewing skills. (should be video-taped, if possible)

2. View a video-taped or role played interview of another student and assess it in terms of the attached check list.

3. In writing, list the six major skill areas of interviewing.

    a.
    b.
    c.
    d.
    e.
    f.

4. Using the attached set of credentials, prepare an interview guide which includes ten questions and justify your questions.

5. Using a hypothetical situation, such as the one attached, conduct a five minute role playing (or video-taped) evaluation or appraisal interview which demonstrates good feedback skills.

6. Identify five feedback skills you used in the interview situation in Question #5 (should be viewed on video-tape).

SUPPLEMENTARY MATERIALS

Interviewing Check List

1. Respect for the interviewee.
2. Comfortable and acceptable posture.
3. Appropriate seating arrangement.
4. Acceptable facial expressions and eye contact.
5. Lack of distracting mannerisms.
6. Questions that draw out the interviewee.
7. In-depth or follow-up questions to get all needed information on a particular point.
8. Open-ended questions.
9. Following behavior.
10. No cuing or leading behavior.
11. No threatening questions.
12. Non-judgmental attitude.
13. Use of paraphrasing restatement, perception checks, or summarizing to clarify.
14. Giving the interviewee a chance to ask questions.
15. Appropriate conclusions, including procedure that will be followed, what notification will be made, and what the interviewee is expected to do if a position is offered.

Credentials for Question #4 of Pre-assessment

Job to Be Interviewed For: To teach beginning woods and metals

Applicant

Born and raised in Chicago suburbs. In college participated in Thespians for 4 years, stage crew work for 4 years and the school debating team for 3 years. Enjoys working with students and putting on plays. Was the sponsor of the school's Drama Club for 3 years. Has authored a book on English Literature, circa 1758-1809. Builds own furniture. Resigned at the present teaching position to be closer to spouse's parents.

Major: English Minor: Industrial Arts
Grade Point Average: 2.6
Experience: 3 years teaching English
Teaching evaluation: Very good teacher

Course Work:

Graphic Communication
Energy and Power
Technical Drafting
Wood Technology
General Metal Work
Electrical Technology

Possible Situation for Question Number 5 of Pre-Assessment

A number of teachers (3) have complained to you that they believe or have seen students smoking in another teacher's classroom. This is against board policy. The teacher involved is a very dynamic liberal teacher. How would you handle this situation? . . . keeping in mind that you want to keep this teacher, but still have the board policies followed?

POSSIBLE LEARNING ACTIVITIES:

1. Read the booklet and view the videotape on Effective Interviewing Techniques, by Clayton Tomas, ISU, Department of Educational Administration.

2. Read alternative sources of information, such as:
   a. Rausch, Erwin. Interviewing. Cranford, New Jersey: Didactic Systems, Inc., 1970.
   b. Rausch, Erwin. Selecting Effective People. Cranford, New Jersey: Didactic Systems, Inc., 1970.
   c. American Management Association, Inc. Effective Interviewing for the Supervisor. Cranford, New Jersey: Didactic Systems, Inc., 1965.
   d. American Management Association, Inc. Basic Skills in Communication. Cranford, New Jersey: Didactic Systems, Inc., 1965.
   e. IOCP Activity Manual 3.7

3. View pre-recorded interviews and critique using guidelines given.

PROFICIENCY TEST:

1. In a role playing situation with another student, conduct a ten minute selection interview which demonstrates good interviewing skills. (Should be video-taped, if possible)

2. View a video-taped or role played interview of another student and assess it in terms of the attached check list.

3. In writing, describe the six major skill areas of interviewing.

    a. Respecting behavior
    b. Questioning skills
    c. Encouraging skills
    d. Data gathering skills
    e. Clarification skills
    f. Feedback skills

4. Using the attached set of credentials, prepare an interview guide for each which includes ten questions and justify your questions.

5. Using a hypothetical situation such as the one attached, conduct a five minute role playing (or video-taped) evaluation or appraisal interview which demonstrates good feedback skills.

Credentials for Proficiency Test Question #4

Job to Be Interviewed For: Beginning Typing and Accounting

Applicant Vitae

Born and raised in Springfield, Illinois. Worked as a sales clerk and bookkeeper last 3 years in high school. Attended an Area Vocational Center for two years for office machines. Was a leader in numerous business clubs and activities in college. Likes to work with students interested in any business education area. Hopes to become a department head in 4 or 5 years. Does income tax work part-time.

Professional Information:

Major: Business Education Minor: English
Grade Point Average: 3.2
Experience: None
Student Teaching Evaluation: Exceptional student teacher

Course Work:

Elementary Accounting I
Elementary Accounting II
Business Data Processing
Business Law I
Business Law II
Business Organization and Management
Marketing
Business Finance
Business and It's Environment
Typewriting
Problems in Office Production Typewriting
Decision-making for Consumers

Credentials for Proficiency Test Question #4

Job to Be Interviewed For: To teach beginning woods and metals

Applicant Vitae

Born and raised in Rockford, Illinois. All-State athlete in football. Very active in high school and college sports. Also very active in the summer sports activity programs for elementary and high school students. Likes to make furniture and to do gunsmithing. Is a scout leader and is expert in campcraft.

Professional Information:

Major: Physical Education; Minor: Industrial Arts
Grade Point Average: 2.7
Experience: None
Student Teaching Evaluation: Very Good

Course Work:

Graphic Communication
Energy and Power
Technical Drafting
Wood Technology
General Metal Work
Electrical Technology
Machine Tool Technology I
Machine Tool Technology II
Welding Technology

5

Possible Situation for Question #5 of Proficiency Test

A teacher was seen by two board members in the same tavern that they were in. Additionally, there were a number of high school seniors there (legally), but it is not known if they were with the teacher. The board feels that this is bad for school morale and wants you to stop it. The teaching evaluations that you have given this teacher have been poor.

Interviewing Check List

1. Respect for the interviewee.
2. Comfortable and acceptable posture.
3. Appropriate seating arrangement.
4. Acceptable facial expressions and eye contact.
5. Lack of distracting mannerisms.
6. Questions that draw out the interviewee.
7. In-depth or follow-up questions to get all needed information on a particular point.
8. Open-ended questions.
9. Following behavior.
10. No cuing or leading behavior.
11. No threatening questions.
12. Non-judgmental attitude.
13. Use of paraphrasing restatement, perception checks, or summarizing to clarify.
14. Giving the interviewee a chance to ask questions.
15. Appropriate conclusions, including procedure that will be followed, what notification will be made, and what the interviewee is expected to do if a position is offered.

A B C

Instructional Package 4.01

AREA: Public Relations

TITLE: Involving Advisory Groups

Administration by Competency Project

Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
PDT-B4-105

(0674)

AREA: Public Relations

PACKAGE TITLE: Involving Advisory Groups

RATIONALE: Advisory groups are concerned with problems pertaining to the development and evaluation of the overall occupational curriculum. The primary purpose of the advisory committee is to provide a link between the school and the community or the district. It provides a two-way system of communication whereby your school or college and the community can exchange information and receive feedback.

COMPETENCY STATEMENT: The vocational administrator will design, designate, and implement strategies for a citizen participation plan through the use of advisory committees for the total program including identifying the role and function of advisory committees, orienting the committee to that role and function, and enlisting the assistance of business and industrial representatives at a variety of levels to identify various occupational opportunities.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to define the following terms:

    a. General occupational advisory committee
    b. Specialized occupational advisory committee
    c. National Vocational Advisory Council
    d. State Vocational Advisory Council

    The definitions must agree with those found in current literature.

2. The student will be able to list ten specific functions of an advisory committee.

3. The student will be able to outline and defend a procedure for selecting, appointing and utilizing advisory committee members.

4. For a school situation, the student will be able to prepare an advisory committee handbook which contains:

    a. School profile
    b. Philosophy of the school
    c. School policy regarding advisory committees
    d. The function of the advisory committee
    e. The organization of the advisory committee
    f. The duties and functions of the chairman and of the secretary.

5. The student will be able to identify and defend procedures for acceptance or rejection of an advisory committee recommendation.

6. The student will be able to identify federal and state requirements for setting up citizen advisory committees.

7. The student will be able to list five methods that could be used to recognize the service of the advisory committee member.

PRE-ASSESSMENT:

1. Define:
    a. General Occupational advisory committee
    b. Specialized occupational advisory committee
    c. National Vocational advisory committee
    d. State vocational advisory committee

2. List ten specific functions of a general occupational advisory committee.

3. As the Director of an Area Vocational Center you have the responsibility of setting up a specialized occupational advisory committee. State the procedure you would use in selection (criteria) appointing, and utilizing the advisory committee members. (Use any occupational area.)

4. As the Director of a new Area Vocational Center you must prepare an advisory committee handbook. Prepare a detailed outline for the handbook making sure that it covers everything that the advisory committee member would need to know to function effectively.

5. List the steps in a procedure which you would use to act on an advisory committee recommendation.

6. Briefly explain in writing the material in Title I, Part A; Section 104 of the Vocational Education Amendments of 1968 which pertains to national and state advisory councils.

POSSIBLE LEARNING ACTIVITIES:

1. DVTE Bulletin No. 29-672.
2. Manual 1, pages b 124 through y 171, I.O.C.P. (Illinois Occupational Curriculum Project) Materials.
3. Attend I.O.C.P. Workshops
4. Read:
    a. The Advisory Committee and Vocational Education. Washington, D.C.: American Vocational Association, 1969.
    b. H. M. Hamlin. Citizen's Committees In the Public Schools. Danville: Interstate Printers and Publishers, Inc.
    c. Richard K. Hofstrand and Lloyd J. Phipps. Advisory Councils for Education: A Handbook. Urbana: Rurban Educational Development Laboratory, 1971.
    d. Lloyd J. Phipps and Ronald W. Heisner. Evaluative Criteria for Citizen's Advisory Councils and Committees. Urbana: Rurban Educational Development Laboratory.
    e. Rurban Educational Development Laboratory. An Annotated Bibliography of the Literature on Citizen's Advisory Councils and Committees. Urbana: Rurban Educational Development Laboratory, 1973.
    f. Lloyd H. Phipps, The How of Successful Citizen Advisory Committee Operation. Urbana: Rurban Educational Development Laboratory.
    g. Lloyd J. Phipps, Activities of Citizens Advisory Councils and Committees. Urbana: Rurban Educational Development Laboratory, 1973.
    h. Lloyd J. Phipps, A Study of Concerns of Citizens Advisory Members. Urbana: Rurban Educational Development Laboratory, 1973.
    i. Lloyd J. Phipps, Citizens Advisory Councils in Illinois: Secondary Schools, Area Vocational Centers, Junior Colleges. Urbana: Rurban Educational Development Laboratory.

j. Lloyd J. Phipps, Richard K. Hofstrand, and W. Edward Shipley. Course of Study: Citizen's Advisory Councils in Education. Urbana: Rurban Educational Development Laboratory.

PROFICIENCY TEST:

1. Define:

   a. General Occupational Advisory Committee
   b. Specialized Occupational Advisory Committee
   c. National Vocational Advisory Committee
   d. State Vocational Advisory Committee

2. As an Occupational Education Director, write a letter to a prospective advisory committee member. The letter should provide information regarding the functions of the advisory committee and the reasons for his/her selection.

3. Your superintendent has asked you to justify the procedure you used in setting up an advisory committee. In a brief memo, justify your procedure for selecting and appointing the advisory committee members.

4. As the Director of a new Area Vocational Center you must prepare an advisory committee handbook. Prepare a detailed outline for the handbook, making sure that it covers everything that the advisory committee member would need to know to function effectively.

5. List the steps in a procedure which you would use to act on an advisory committee recommendation.

A B C

Instructional Package 5.01

AREA: Student Services

TITLE: Vocational Counseling

Administration by Competency Project

Department of Educational Administration
Illinois State University

Prepared for
The U.S. Office of Education
and
The State of Illinois
Division of Vocational and Technical Education
Professional and Curriculum Development Unit
Contract Numbers PDT-B4-104
PDT-B4-105

(0674)

AREA: Student Services

PACKAGE TITLE: Vocational Counseling

RATIONALE: The administrator has the responsibility to coordinate and provide for guidance and counseling services for vocational education students and programs (if the programs are reimbursible with state funding). It is therefore important for the administrator to integrate students, administrators, faculty and community resources as well as the guidance counselor into an effective, learning-oriented program, which is cognizant of the role and function of the vocational guidance counseling process in vocational education.

COMPETENCY STATEMENT: The vocational administrator will be able to define roles and interpret the functions of vocational guidance counseling for the vocational education program, and hire a qualified vocational counselor to implement the vocational guidance objectives.

INSTRUCTIONAL OBJECTIVES:

1. The student will be able to list the duties of the vocational counselor as described in section 102.8 of the Vocational Act Regulations.

2. The student will be able to describe the basic objectives of the Vocational Act Regulations which are related to vocational guidance. The description must be in agreement with objectives stated in the current vocational act regulations.

3. The student will be able to detail the essential elements of a vocational placement program for vocational education graduates. This plan will be evaluated by a designated instructor.

4. The student will be able to write at least five general purposes for conducting 1, 3, and 5 year follow-up studies. These purposes must be congruent with those found in current vocational literature.

5. Given a specific situation, the student will be able to describe and explain the value of various tests as a basis for counseling students and state a rationale for involving administrators, counseling staff and faculty in the selection and interpretation of the tests to be used. The interpretation and rationale will be evaluated by a designated instructor.

6. Given a specific problematic situation, the student will be able to select at least two tests that would provide beneficial information. The student will also be able to describe the purpose of each of the selected tests and defend the use of public funds to purchase and administer the tests. Suitability of the test for the situation, described purposes and the rationale for using funds will be evaluated by a designated instructor.

7. The student will be able to construct a checklist suitable for evaluating a vocational counselor. This checklist will be assessed by a person with a background in vocational guidance and one with administrative experience.

8. Given a high school student file, the student will be able to outline at least two suggested programs in light of existing offerings. These programs must consider student's work experience, academic record, test scores and faculty recommendations. The feasibility of these programs will be evaluated by a designated instructor.

PRE-ASSESSMENT:

1. List the duties of a vocational counselor.
2. Describe the basic objectives of the Vocational Act Regulations which are related to vocational guidance.
3. Detail the essential elements of a vocational placement program for vocational education graduates.
4. Write at least five general purposes for conducting 1, 3, and 5 year follow-up studies.
5. Describe four tests that could be used in an area vocational center with 2 administrators, 35 vocational teachers, 2 counselors and 600 students. Then explain the value of each test as a basis for counseling students.
6. Within ten days a student has experienced three minor accidents in the machine shop program. The instructor is quite concerned and has asked the guidance department to provide some assistance. Name two standardized tests that have the potential to provide diagnostic information. Describe the purpose of each test and state the cost per student for administering each test.
7. Construct a checklist suitable for evaluating a vocational counselor.
8. Using the attached student file and the outlined program, make two suggested programs for the Junior and Senior year for that student.

HOLLOWBROOK SCHOOL SYSTEM
Cumulative Record

Name Neihoff, Pia M

Male ____
Female x

Birthdate December 27

Address 2324 Espanola Drive

Birthplace Boise, Idaho

Telephone 762-2341

Expected Graduation Date June

Nationality ____

Mother's Name Niehoff, Betty Ann

Father's Name Niehoff, Franklin P.

Mother's Occupation Secretary

Father's Occupation Truck Driver

Remarks (Home Conditions) Twelve brothers and sisters at home. Pia is the oldest and is expected to help in taking care of them. Frequent marital problems with her mother and father.

(Faculty Comments) ~~Marie~~ Pia is an average student in the academics, but seems to excel in the vocational areas. Perhaps her reading problem is the major cause for her average to below average grades in the academics. Family problems seem to occupy much of her time and interest.

SECONDARY SCHOOL RECORD

YEAR 7th GRADE

	1st Semester	2nd Semester
Absences	0	0
Tardies	0	0

REMARKS: ____________________

FIRST SEMESTER		SECOND SEMESTER	
Subject	Grade	Subject	Grade
English	C	English I	C
American Hist.I	C	American Hist.I	C
Consumer Math I	C	Consumer Math I	C
Physical Sci. I	C	Physical Sci. I	C
Arts-Crafts I	B	Arts-Crafts I	B
Typewriting I	B	Typewriting I	B

YEAR 8th GRADE

	1st Semester	2nd Semester
Absences	0	0
Tardies	0	0

REMARKS: ____________________

FIRST SEMESTER		SECOND SEMESTER	
Subject	Grade	Subject	Grade
English II	C	English II	C
World Hist.I	C	World Hist.I	C
Algebra I	C	Algebra I	C
Biology I	C	Biology I	C
Typewriting II	B	Typewriting II	B
Home Economics	A	Home Economics	A

YEAR 9th GRADE

	1st Semester	2nd Semester
Absences	0	0
Tardies	0	0

REMARKS: ____________________

FIRST SEMESTER		SECOND SEMESTER	
Subject	Grade	Subject	Grade
English III	C	English III	C
Sociology	C	Sociology	C
Geometry I	C	Geometry I	C
Botany	C	Zoology	C
Recordkeeping	B	Recordkeeping	B
Home Economics	B	Home Economics	B

YEAR 10th GRADE

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	0	0

REMARKS

FIRST SEMESTER		SECOND SEMESTER	
Subject	Grade	Subject	Grade
College English I	D	College English I	D
Shorthand	C	Shorthand	C
College Am. Hist.	D	College Am. Hist.	D
Geometry II	D	Geometry	D
Mixed Chorus	B	Mixed Chorus	B
Biology II	C	Biology II	C

STANDARDIZED TESTS

Date	Grade	Scores									
	7										
	8										
	%ile	OD	Mech	Comp	Sci	Persuasive	Art	Lit	Music	S.S.	Cl
KUDER	9	48	44	32	42	41	74	60	72	29	41
	%ile	G	V	N	S	P	Q	K	F	E	C
GATB	10	2	2	3	2	2	1	1	1	1	2
	%ile	Eng	NUComp	Math	Math tot	Read	Sci	tot	SciA	S.S.	Spell
SAT	11	58	72	44	46	48	54		58	58	60
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
	16	1973	IGA Food Store	Cashier	
	17	1974	" " "	"	

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	
8	
9	
10	Home Economics Club
11	Home Economics Club
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7			
8			
9	Jr. College	Home Ec.	
10	Jr. College	Home Ec.	
11	Jr. College	Home Ec.	
12			

COURSES OFFERED

Business, Marketing and Management

I. Accounting II

II. Business Data Processing I-II

III. Marketing (Co-Op)

IV. Office Occupations (Co-Op)

V. Office Practice

VI. Secretarial Practice

Applied Biological and Agricultural Occupations

I. Landscaping and Plants

Industrial Oriented Occupations

I. Drafting Occupations

II. Electronics I-II

III. Diversified Metal Occupations

IV. Auto Mechanics

V. Graphic Arts

VI. Industrial Co-Op Education (Co-Op)

VII. Building Trades I-II

Health Occupations

I. Medical Transcriptionist I-II

II. Nurse Aide I-II

III. Unit Secretary I-II

Personal and Public Service Occupations

I. Commercial Foods

II. Cosmetology I-II

Special Programs

I. Cooperative Work Training

II. Cooperative Work Training (Special Education)

POSSIBLE LEARNING ACTIVITIES:

1. Academic Courses:

   a. Curriculum and Instruction 460: Guidance Appraisal (ISU)

   b. Curriculum and Instruction: Psychology 465: Vocational Counseling (ISU)

2. Read:

   a. Schertzer/Stone. Fundamentals of Guidance, 1971.

   b. Isaacson. Career Information in Counseling and Teaching. Boston: Allyn and Bacon, Inc., 1973.

   c. "The State Plan for Vocational Education" and

   d. "The State 3-Phase Evaluation Program" #35-772 (both, Division of Vocational and Technical Education, Springfield, Illinois.)

3. Listen to the ABC audio tape on vocational counseling which covered the vocational act regulations, vocational legislation and duties of a vocational counselor.

4. Refer to the "Proposed State Plan for the Administration of Vocational and Technical Education in Illinois." Bulletin FY 1975.

5. Interact with peers, intern supervisors, counselors, area vocational center directors, professor concerning student program planning, testing programs, information and materials sources for vocational and career education.

PROFICIENCY TEST:

1. List the duties of a vocational counselor.

2. Describe the basic objectives of the Vocational Act Regulations which are related to vocational guidance.

3. As an area center director, you have assigned a person to be in charge of the vocational placement program. Write a memo to this person to explain what should be included in this program.

4. Write at least five general purposes for conducting 1, 3, and 5 year follow-up studies.

5. Describe four tests that could be used in an area vocational center with 2 administrators, 1 vocational director, 23 vocational teachers, 4 counselors and 1800 students (375 in vocational programs). Then explain the value of each test as a basis for counseling students.

6. A student who has done very well in the electronics program doesn't seem to be able to distinguish between some of the colors on the many color coded items. The instructor is quite concerned and has asked the guidance department to provide some assistance. Name two standardized tests that have the potential to provide diagnostic information. Describe the purpose of each test and state the cost per student for administering each test.

7. Construct a checklist suitable for evaluating a vocational counselor.

8. Using the attached student file and the outlined program, make two suggested programs for the Junior and Senior year for that student. Then state how you would involve administrators and faculty in evaluating and interpreting the tests.

HOLLOWBROOK SCHOOL SYSTEM
Cumulative Record

Name Martin, Courtney Ann

Male

Female x

Birthdate June 14

Address 24 Country Club Drive

Birthplace Champaign, Illinois

Telephone 762-4578

Expected Graduation Date June

Nationality

Mother's Name Martin, Martha Jane

Father's Name Martin, William C.

Mother's Occupation Interior Decorator

Father's Occupation Attorney

REMARKS (Home Condition) Only child. Mother and Father away from home a lot. Upper middle class.

Faculty Comments Courtney shows much potential, however she is somewhat of a discipline problem. Parents show little concern in her increasingly number of failing grades (observed in Parent-teacher conference). Extreme hyper-activity in the classroom. Problems with absences and tardiness. Shows no motivation.

SECONDARY SCHOOL RECORD

YEAR 7th GRADE

	1st Semester	2nd Semester
Absences:	0	2
Tardies:	1	0

REMARKS: ____

FIRST SEMESTER		SECOND SEMESTER	
Recordkeeping	A	Recordkeeping	A
English I	C	English I	C
Consumer Math I	A	Consumer Math I	A
American Govt.	C	American Govt.	D
Physical Sci. I	C	Physical Sci. I	D
Physical Ed. I	A	Physical Ed. I	A

YEAR 8th GRADE

	1st Semester	2nd Semester
Absences:	0	0
Tardies:	1	1

REMARKS: ____

FIRST SEMESTER		SECOND SEMESTER	
Bookkeeping I	C	Bookkeeping I	D
English II	D	English II	D
Consumer Math II	C	Consumer Math II	D
Physical Sci. II	C	Physical Sci. II	D
Home Economics I	B	Home Economics I	B
American Hist. I	C	American Hist. I	D

YEAR 9th GRADE

	1st Semester	2nd Semester
Absences:	1	3
Tardies:	2	1

REMARKS: ____

FIRST SEMESTER		SECOND SEMESTER	
Bookkeeping II	D	Bookkeeping II	F
College English I	D	College English I	D
Algebra I	D	Algebra I	D
Home Economics I	D	Home Economics I	D
Biology I	D	Biology I	D
Typewriting I	B	Typewriting I	C

YEAR	10th GRADE		FIRST SEMESTER		SECOND SEMESTER	
	1st Semester	2nd Semester	Typewriting II	C	Typewriting II	C
			College American Hist.	D	College American Hist.	D
Absences:	2	0	Home Economics I	C	Home Economics I	F
Tardies:	0	0	College English II	D	College English II	F
			Business Law	C	Business Law	C
REMARKS:			Office Procedures	C	Office Procedures	C

STANDARDIZED TESTS

Date	Grade	Scores									
	7										
	8										
	%ile	OD	Mèch	Comp	Sci	Persuasive	Art	Lit	Music	S.S.	CL
KUDER	9	21	42	59	34	50	40	46	22	65	74
	%ile	G	V	N	S	P	Q	K	F	E	C
GATB	10	1	2	2	2	1	2	1	1	1	1
	%ile	Eng	NU Comp	Math	Math tot	Read	Sci	Tot	Sci A	S.S.	Spell
SAT	11	98	80	78	84	99			84	96	92
	12										

WORK EXPERIENCE RECORD

Date	Age	Year	Employer	Type of Work	Remarks
			Has Never Worked		

EXTRACURRICULAR ACTIVITIES

Grade	Activities and Offices Held
7	Cheerleader
8	Cheerleader
9	French Club, Pep Club
10	French Club, Pep Club, Business Club
11	
12	

COUNSELOR REMARKS

Grade	Educational Plans	Vocational Plans	Remarks
7			
8	College	Interior Decorator	
9	College	" "	
10	Jr. College	Business	
11			
12			

COURSES OFFERED AND DESCRIPTION

Program 1—Agriculture Mechanics

A two year program, 2 units of credit per year. A combination of subject matter and practical laboratory experience designed to develop knowledge and skills in the care, repair, maintenance and adjustment of farm and power machinery used in the agriculture industry.

Program 2—Automotive Mechanics

A two year program, 2 units of credit per year. This course combines technical background information taught in the classroom with practical experience in the shop.

Program 3—Construction and Building Trades

A two year program, 2 units of credit per year. This course utilizes both classroom instruction and the practical experience associated with building a modern home to develop saleable skills.

Program 4—Commercial Art

A two year program, 2 units of credit per year. This course is designed to give the student a basic knowledge of the commercial art field and to provide him with the skills necessary for conceiving and creating artwork for a variety of promotional items used in the advertising industry.

Program 5—Drafting

A two year program, 2 units of credit per year. The course is designed to give the student a broad basic background of the technical drawing field. The student may specialize after the first year in either mechanical drawing and design or architectural drafting and design.

Program 6—Industrial Electronics

A two year program, 2 units of credit per year. The study of electronics combines theory, demonstration, and experimentation to assure a thorough understanding of the principles involved in the assembly, installation, testing and maintenance of electronic systems.

Program 7—Food Management: Production and Services

A two year program, 2 units of credit per year. The course consists of theory and laboratory work related to the planning, selecting, purchasing, preparing and serving quantity foods.

Program 8—Graphic Arts

A two year program, 2 units of credit per year. The program is designed to prepare the individual for work in the printing industry. The student receives instructions in printing fundamentals related to the operation and maintenance of letter presses, offset presses, process camera, and other graphic equipment.

Program 9—Health Care Aid

One year program, 2 units of credit. The course provides for many learning experiences for the student who is interested in entering the para-medical field. The course includes classroom instruction and related laboratory experiences and procedures for patient care. Students may elect to enter a coop program for their second year of instruction.

Program 10—Combined Metal Trades

Two year program, 2 units of credit per year. The course provides for specialized learning experiences designed to prepare an all-round metal worker capable of fabricating and assembling a variety of products in many industries.

Program 11—Secretarial Training

A one year program, 2 units of credit per year. The program is designed to prepare the student for secretarial positions involving shorthand skills and advanced typing skills. It recognizes the secretary as an administrative assistant who is required to exercise personal initiative on behalf of her employer.

Program 12—Clerical Training

A one year program, 2 units of credit per year. The class is a finishing course for nonsecretarial students who wish to obtain employment in some phase of office work. Instruction is offered in office orientation, filing, typing, calculating machines, duplicating equipment, telephone courtesy, personality and grooming, and business etiquette.

Program 13—Cooperative Education

One year program, 2 units of credit per year. This program will be open to senior students who have completed one year of occupational training at the Area Center. Students from all our occupational classes will be admitted to the program upon instructor's recommendation.

Program 14—Special Education Cooperative Education

A two year program, 2 units of credit per year. This program is designed for the student who has been enrolled in a special education program through elementary, junior high and the ninth and tenth grades. Each individual student is employed in a job training station. In addition to on-the-job training, each student is enrolled in a vocational studies program during his junior and senior years.

APPENDIX D

Intern Log Form

INTERN LOG

Date________________________________

Name________________________________

Agency______________________________

Supervisor__________________________

Location____________________________

Your log should include observations about programs, personnel practices, curriculum, communication problems, and other descriptive information pertinent to vocational administration and your role as an administrative intern. This log should be a substantive diary of your internship experiences.

APPENDIX E

Internship Check List

INTERNSHIP CHECK LIST

Intern Name________________________

Intern Location____________________

Name of Supervisor_________________

Date_____________Time______________

Campus Supervisor__________________

Qualities as an administrative intern	Excellent	Above Avg.	Avg.	Below Avg.	Inadequate Basis for Judgment
1. Ability to work with others					
2. Appearance, menner and poise					
3. Effectiveness in communication (written & oral)					
4. Dependable, prompt					
5. Involvement, commitment in internship					
6. Willingness to work					
7. Overall qualifications for administrative responsibility					

COMMENTS REGARDING INTERN: (Room for improvement, specific concerns, etc.)

COMMENTS AND SUGGESTIONS REGARDING ABC PROGRAM:

APPENDIX F

List of Administrative Interns and Locations

ABC INTERNSHIPS

Spring Semester 1974

Name	Location	Supervisor
1. Eugene Ericson	DVTE	Mr. Bill Reynolds
2. Mary Ann Lynn	DVTE	Mr. Bill Reynolds
3. Alan Johnson	Pekin Area Vocational Center	Mr. Jim Cadagin
4. Steve Stumpf	Livingston Area Vocational Center	Mr. Daren Cox
5. Gail Corbeil	DuPage Area Vocational Center	Dr. John Gibson
6. Don Gillan	Illinois Valley Community College	Dr. John Hawse
7. Richard Osborne	Bloomington Area Vocational Center	Mr. Oren Schaab and Mr. Dan Swanson
8. Bruce Lindholm	Hanna City Boys' School and Bloomington Area Vocational Center	Mr. Joe Lee Brown Mr. Oren Schaab and Mr. Dan Swanson
9. Mike Winchell	Niantic High School	Mr. Guy O. Petty
10. Tom Shaughnessy	Illinois Central College	Mr. Wayne Sampson
11. Doug Otto	Parkland Junior College	Mr. Clifton Matz
12. Bob Calabrese	Mid-Valley Area Vocational Center	Mr. Harvey Bos

APPENDIX G

Composite Listing of Intern Experiences

COMPOSITE OF INTERNSHIP EXPERIENCES FOR PROJECT PARTICIPANTS

Orientation to assigned school

Follow-up studies

Interest studies

Placement of Vocational Center Graduates

Work with reimbursement

Record keeping

Advisory committee work

Scheduling

One and Five Year Plan

Enrollment projections

Auditing

Interviewing

Legislation

Budgeting

Education testing devices

Disadvantaged and handicapped students

Job descriptions

State evaluation team

Filing

Inventory

Attended meetings (Department, workshops, staff)

Co-authored article for Illinois Career Education Journal

Reviewed EPDA funds

Public Relations

Recruited Students

Worked on Chart of Accounts

Developed form for student evaluation

Developed syllabus

Designed stationary

APPENDIX H

Evaluation Team Assignments

EVALUATION TEAM ASSIGNMENTS

	Name	Evaluation	Date
1.	Doug Otto	Decatur Charter District #61	November 5-8, 1973
2.	F. Eugene Ericson	Washington Community High School, District #308	October 15-17, 1973
3.	Alan Johnson	Rantoul Township High School, District #193	February 5-7, 1974
4.	Mary Ann Lynn	Community High School District #218, Worth, Illinois	January 28-31, 1974
5.	Steve Stumpf	Aurora East High School	February 19-21, 1974
6.	Robert Calabrese	Simeon Continuation School	December 10-12, 1973
7.	Bruce Lindholm	Sterling Community Unit District #5	March 18-20, 1974
8.	Gail Corbeil	Ball Chatham Community Unit District #5	December 3-5, 1973
9.	Richard Osborne	Naperville Community Unit District #203	November 27-29, 1973
10.	Thomas Shaughnessy	Illinois Valley Community College	January 28-30, 1974
11.	Donald Gillan	Kishwaukee College District #523, Malta	February 5-7, 1974
12.	Mary Beth Harper	Hinsdale Township High School District #86	February 5-7, 1974
13.	Lenore Hutton	Decatur Charter District #61	November 5-8, 1973

APPENDIX I

Composite Listing of Delivery Methods Identified by Project Participants

NAME Composite

In the appropriate space, please indicate the best method or methods of reaching each of the 35 competencies. Indicate (1) course work, (2) simulation-gaming-role playing, (3) workshops, (4) internship, (5) independent study, (6) other (specify).

Please be specific and identify the courses (by name and/or number) which deliver the information needed to complete the competency.

Please add any comments which you feel would be helpful in determining alternative delivery methods.

AREA: GENERAL ADMINISTRATIVE

	COMPETENCY TITLE	DELIVERY METHOD	COURSE NUMBER(S) AND/OR NAME(S)	COMMENTS
1.01	Organizational Structuring	Workshops Independent Study Internship DVTE Session Course work Simulation and Games	EDA 481 - Admin. and Org. of Schools EDA 582 - Admin. as a Science and Art	
1.02	Record Keeping	Workshops Internship Gaming Course Work Independent Study	EDA 479 - Legal Bases of Public Education EDA 489.07 - Career Ed. and Admin.	
1.03	Using Data	Workshop Simulation Course work Internship	EDA 489.07 - Career Ed. and Admin. EDA 479 - Financial Bases of Public Education EDA 480 - School Plant Planning EDA 582 - Admin. as a Science and Art	
1.04	Solving Problems	Internship Workshop Course work Independent Study	EDA 481 - Admin. and Org. of Schools EDA 582 - Admin. as a Science and Art EDA 489.07 - Career Ed. and Admin.	
1.05	Managing by Objectives	Workshop Simulation Course work Internship Package	EDA 480 - School Plant Planning EDA 481 - Admin. and Org. of Schools EDA 582 - Admin. as a Science and Art EDA 489.07 - Career Ed. and Admin. EDA 583 - Educational Leadership	

	COMPETENCY TITLE	DELIVERY METHOD	COURSE NUMBER(S) AND/OR NAME(S)	COMMENTS
1.06	Scheduling	Internship Workshops Simulations Package	EDA 480 - School Plant Planning	
1.07	School Plant Planning	Internship Workshop w/ Architect Simulation Package	EDA 480 - School Plant Planning	
1.08	Establishing Accident Prevention Programs	Internship Workshop Course work Package Field Work	EDA 480 - School Plant Planning EDA 489.07 - Career Fi. and Admin. OSHA Presentation	
1.09	Budgeting	Workshop Internship Simulation	EDA 479 - Financial Bases of Public Education	
1.10	Purchasing	Independent Study Gaming Workshop Internship	EDA 479 - Financial Bases of Public Education	
1.11	Developing an Educational Philosophy	Independent Study Internship Discussion	EDA 489.07 - Career Ed. and Admin. EDA 494 - Research seminar in Education	
1.12	Writing Reports	Workshop or Programmed Instruction or IOCP		
1.13	Demonstrating Professional Behavior		EDA 481 - Admin. and Org. of Schools	

AREA: PROGRAM PLANNING

	COMPETENCY TITLE	DELIVERY METHOD	COURSE NUMBER(S) AND/OR NAME(S)	COMMENTS
2.01	Using External Resources (DVTE)	Workshop DVTE Field Trip Independent Study IOCP Workshop DVTE pamphlets	EDA 489.07 - Career Ed. and Admin.	
2.02	Meeting Program Approval Requirements	Workshop Independent Study Course work Internship	EDA 479 - Financial Bases of Public Ed.	
2.03	Planning, Programming Budgeting Systems (PPBS)	Workshop Independent Study Course work Internship	EDA 582 - Admin. as a Science and Art EDA 479 - Financial Bases of Public Ed. EDA 583 - Educational Leadership	
2.04	Preparing the One and Five Year Plan	IOCP Workshop Internship		
2.05	Implementing Career Education Programs	Simulation Gaming Internship Workshop Course work IOCP	EDA 489.07 - Career Ed. and Admin. EDA 582 - Admin. as a Science and Art	
2.06	Evaluating Programs	Internship Independent Study Simulation and Games Workshop Course work	EDA 489.07 - Career Ed. and Admin. EDA 470 - Public Finance of Higher Ed. EDA 582 - Admin. as a Science and Art	
2.07	Constructing Vocational Surveys	Internship DVTE workshop IOCP	EDA 489.07 - Career Ed. and Admin. EDA 465 - Vocational Counseling EDA 489.05 - Organizational Development	

	COMPETENCY TITLE	DELIVERY METHOD	COURSE NUMBER(S) AND/OR NAME(S)	COMMENTS
2.08	Establishing Cooperative Programs	Workshop Independent Study Internship	EDA 489.07 Career Ed. and Admin.	

AREA: PERSONNEL

	COMPETENCY TITLE	DELIVERY METHOD	COURSE NUMBER(S) AND/OR NAME(S)	COMMENTS
3.01	Developing Job Description	Workshop Internship Simulation	EDA 485 - Principalship EDA 489.07 - Career Ed. and Admin. EDA 478 - Legal Bases of Public Education EDA 481 - Admin. and Org. of Schools	
3.02	Ranking Candidates	Internship Workshop Independent Study Simulation	EDA 485 - Principalship EDA 481 - Admin. and Org. of Schools EDA 489.07 - Career Ed. and Admin.	
3.03	Interviewing and Hiring	Internship Workshop Independent Study Simulation	EDA 485 - Principalship EDA 489.07 - Career Ed. and Admin. EDA 481 - Admin. and Org. of Schools	
3.04	Orienting Staff	Workshop Independent Study Internship Simulation Principalship	EDA 489.07 - Career Ed. and Admin. EDA 481 - Admin. and Org. of Schools EDA 582 - Administration as a Science and Art	
3.05	In-service Training	Internship Independent Study Workshop IOCP	EDA 485 - Principalship EDA 489.07 - Career Ed. and Admin. EDA 481 - Admin. and Org. of Schools	

	COMPETENCY TITLE	DELIVERY METHOD	COURSE NUMBER(S) AND/OR NAME(S)	COMMENTS
3.06	Evaluating Instruction	Workshop Internship Simulation	EDA 485 - Principalship EDA 489.07 - Career Ed. and Administration EDA 481 - Administration and Org. of Schools	
3.07	Identifying Legal Requirements for Personnel Dismissal	Workshop Internship Independent Study Simulation	EDA 478 - Legal Bases of Public Education EDA 489.07 - Career Ed. and Admin. EDA 479 - Financial Bases of Public Education	
3.08	Resolving Grievances	Simulation and Games Workshop Internship	EDA 485 - Principalship EDA 489.07 - Career Ed. and Admin. EDA 481 - Admin. and Org. of Schools EDA 478 - Legal Bases of Public Education	

AREA: PUBLIC RELATIONS

	COMPETENCY TITLE	DELIVERY METHOD	COURSE NUMBER(S) AND/OR NAME(S)	COMMENTS
4.01	Involving Advisory Groups	IOCP Internship Workshop Simulation and Games	EDA 489.07 - Career Ed. and Admin. EDA 582 - Admin. as a Science and Art EDA 583 - Educational Leadership BED 383 - Distributive Education EDA 589 - Field Work in Ed. Admin.	
4.02	Enlisting Community Support	IOCP Internship Workshop Simulation and Games Package	EDA 489.07 - Career Ed. and Admin. EDA 528 - Admin. as a Science and Art	

	COMPETENCY TITLE	DELIVERY METHOD	COURSE NUMBER(S) AND/OR NAME(S)	COMMENTS
4.03	Disseminating Program Information	Internship Games Simulation Package	EDA 489.07 - Career Ed. and Admin. EDA 485 - Principalship BED 382 - Distributive Education	

AREA: STUDENT SERVICES

	COMPETENCY TITLE	DELIVERY METHOD	COURSE NUMBER(S) AND/OR NAME(S)	COMMENTS
5.01	Vocational Counseling	Workshop Gaming Internship	ED 465 - Vocational Counseling	
5.02	Reducing Drop-outs	Games and Simulations Workshops	EDA 489.07 - Career Ed. and Admin. ED 465 - Vocational Counseling	
5.03	Working with Special Needs Students	Workshop Independent Study Simulation	EDA 489.07 - Career Ed. and Admin. ED 465 - Vocational Guidance	